

The Middlebury Campus

MAY 8, 2014 | VOL. 112 NO. 26 | MIDDLEBURYCAMPUS.COM

Faculty Motion Rebuffs MIL

By Claire Abbadi and Kyle Finck

On Tuesday May 13, the faculty will vote on a motion to sever the College's ties with K12, Inc., the corporation that the College has partnered with to create Middlebury Interactive Languages (MIL), a foreign language education program for K-12 students. While the motion carries no weight — only the Board of Trustees has the power to sever ties with K12 — it is the most salient push back to one of President of the College Ronald D. Liebowitz's efforts.

"The business practices of K12, Inc. are at odds with the integrity, reputation, and educational mission of the College," said the motion, which was obtained by the *Campus*. French Professor Paula Schwartz submitted the motion.

In an email to the entire faculty on May 2 — also obtained by the *Campus* — Schwartz summarized the accusations into three categories, urging her colleagues to vote in favor of the motion.

The first was that K12, Inc. had been sued by a number of states for false claims and du-

bious practices. Secondly, that MIL's product had been censored by K12, removing reference to same-sex relationships and unmarried couples in order to conform to Texas Board of Education standards. Thirdly, the email noted that K12, Inc. had come under fire for factual errors that were recently discovered in MIL's Latin program.

Vice President for Communications Bill Burger and Vice President for Pedagogical Development for MIL Aline Germain-Rutherford both denied any allegations that MIL censored content.

"We have never been asked to censor, change edit or delete any material from any of our courses by a state or locality as part of some political agenda," Germain-Rutherford said. "K12 Inc. has never tried to influence our course content. MIL has always been in charge of the content."

Burger echoed Germain-Rutherford, calling Schwartz's censorship claims a "total falsehood."

SEE COLLEGE CITED, PAGE 2
SEE EDITORIAL, PAGE 17

NOTE TO READERS:

AS YOU MAY ALREADY HAVE NOTICED, THE PAPER HAS A DIFFERENT LOOK THIS WEEK. WE RECEIVED AN UNPRECEDENTED AMOUNT OF OPINIONS THIS WEEK. AS A RESULT, FEATURES AND ARTS & SCIENCE HAVE SWITCHED PLACES WITH OPINIONS. BUT THE RESULT IS THE CAMPUS GOING OUT WITH A BANG, 28 PAGES AND TWO EDITORIALS. HAVE A GREAT SUMMER, THE CAMPUS

CONSTRUCTION COMBUSTION



COURTESY PUBLIC SAFETY

At approximately 1:00 a.m. on Friday, May 2, three men were seen entering the field house construction site. The men fled as Public Safety arrived at the scene, and a construction vehicle (pictured above) caught on fire shortly after. Those with information on the incident should contact Public Safety.

VOTER TURNOUT

COOK 151
Tiff Chang

ATWATER 124
Sophie Vaughan

ROSS 157
Zak Fisher

BRAINERD 164
Mohamed Hussein

WONNACOTT 126
Aaron de Toledo

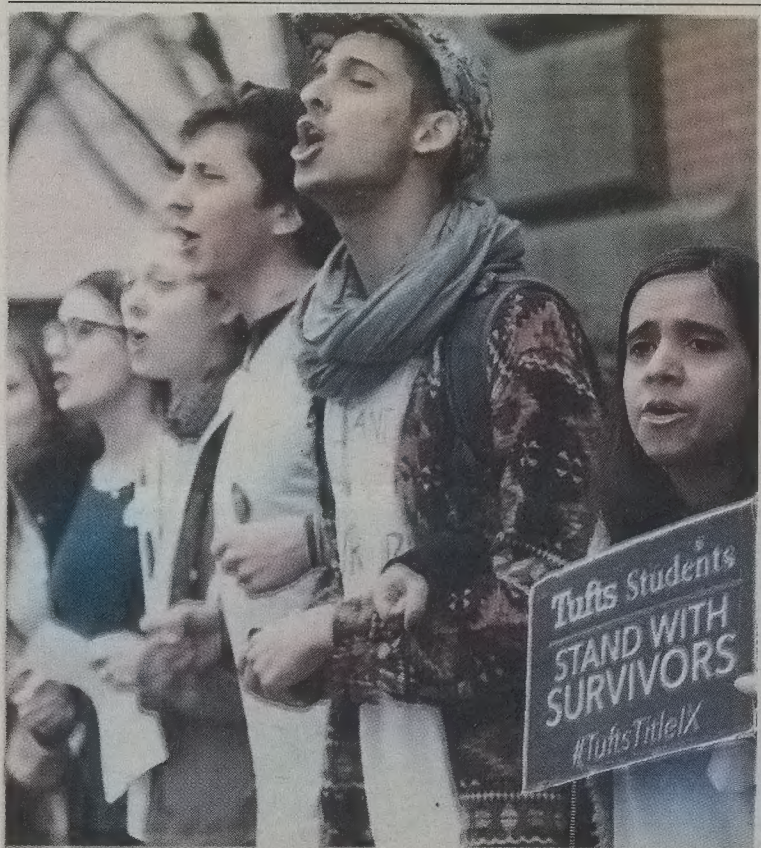
SOPHOMORE 375
Karina Toy & Steven Medina

JUNIOR 178
Keshma Gogineni (Full Year),
Josh Bedowitz (Spring) &
Sydney Sanders (Fall)

SENIOR 181
Naila Jahan &
Kyle Gertsteschlage

ALL STUDENT 754 ELECTION
Taylor Custer (President)
Ben Bogin (SCOC)

*Out of the nine elections, only one, the sophomore election, was contested.



LEAH MUSKIN-PIERRET (TUFTS)

Tufts students rally against the school's violation of Title IX.

Peers Hit With Title IX Inquiry

By Hannah Bristol

Sexual assault on college campuses made national news last week when Tufts University was found noncompliant with Title IX for mishandling complaints of sexual assault. In the wake of this finding, the Department of Education released a list of the 55 schools currently under investigation for such violations, including Amherst College, Harvard University and Dartmouth University.

Title IX bans gender discrimination on campuses and, along with the Clery Act and the Campus Sexual Violence Elimination (SaVE) Act, dictates federal guidelines for college response to sexual assault. In the wake of a Dear Colleague Letter released by the Office of Civil Rights on April 4, 2011, colleges have been revising their sexual assault response policies to meet such

regulations to respond promptly and effectively to sexual violence. The guidelines, however, are murky, and in recent weeks, the Office of Civil Rights (OCR) has been working to clarify what is expected of colleges.

"A lot of folks are doing their best and trying to follow the spirit of the law, but we don't have a lot of guidance on Title IX, and we only find out what not to do when another school does that thing and gets called on it," said Director of Health and Wellness Barbara McCall.

While a school's appearance

on the list does not mean they are not compliant, Tufts student John Kelly '15 has seen the failures of college sexual assault policies and doubts the compliance of many schools. Kelly is

the Special Projects and Events Coordinator for "Know Your IX," a campaign that aims to educate students about their rights under Title IX.

"I've worked with students from about a dozen of the 55 schools at least [through "Know Your IX"], and I would not be surprised in the slightest if all of the schools I'm working with are found out of compliance as well," he said. "In fact, I

"I think this is serving as a warning to other schools to take sexual assault seriously."

JOHN KELLY, TUFTS '15
"KNOW YOUR IX" SPECIAL PROJECTS
AND EVENTS ORGANIZER

SEE MIDDLEBURY, PAGE 3
SEE EDITORIAL, PAGE 17

INSIDE



INSIDE THE GUNS
FOR DRUG TRADE
PAGE 6



BEHIND THE
VEST: MEET THE
COLLEGE LAUNDRY
COORDINATOR
PAGES 18



GET THE SCOOP
ON SENIOR DANCE
THESES
PAGE 21

SAAC to Host First MiddKid Triathlon

By Jack Ravery

On May 10, the Student Athlete Advisory Committee (SAAC) will be holding a team triathlon open to the entire student body. The event aims to bring the athlete and non-athlete communities together around an interactive exercise.

The SAAC aims to strengthen the bonds between the general student body and athletes, who represent the school both on-campus and away at competitions. The group's objective this year was to create an environment that further unifies athletes and non-athletes, and they organized an event that would assemble both parties.

The first MiddKid triathlon will consist of a 20-lap swim in the Natatorium, a five-mile bike ride along South Street Extended and a two-mile run on the outdoor track.

Assistant Alpine Ski Coach and SAAC advisor Abigail Copeland explained that the goal of the triathlon is to "knock the wall down that many perceive exists between the athlete and non-athlete [communities] here at Middlebury in order to build a stronger, more supportive community on campus."

The SAAC hopes to achieve this goal through opening the event up to the entire student body.

"We aren't expecting any [athlete-focused] stigma surrounding the event," Copeland wrote in an email. "It's literally just an event that students on our athletic teams are putting on in order for the entire campus to come together."

This particular triathlon is intended to be run like a relay where a group of three people complete the triathlon together. A maximum of 20 teams will be allowed to register for the event due to lane restrictions in the swimming pool. The relay-style event allows the event to be less centered on actual physical activity, and instead more about forging a sense of community.

"We simply want to try to bring everyone together for an event that is team oriented, promotes an active and healthy lifestyle and is just fun," Copeland wrote. "Not for only athletes, but for students outside our traditional varsity athletic teams here on campus... It's an event that is open to the campus and we're hoping tons of people show up!"

MCAB's WHAT'S HAPPENING AT MIDDLEBURY?

IT'S MIDD MAYHEM!

Cotton Candy

Feed your sweet tooth on Proctor Terrace
THURSDAY AT 12-2 P.M.

Midd Mayhem Trivia

Compete for freebies in Crossroads!
THURSDAY AT 9 P.M.

Matt & Kim

Student band Boat Taxi will open for Matt & Kim. Come dance and start your weekend off right!
FRIDAY AT 7 P.M.



College Denies MIL Deficiencies

CONTINUED FROM PAGE 1

"I want to emphasize what I believe is the central narrative of this story: a group of faculty are seeking to end our relationship with MIL. They have made some very serious accusations. We categorically deny those assertions and to my knowledge they have no evidence to support them."

However, Burger did acknowledge that the Latin department did experience issues with MIL.

"It was brought to the attention of a faculty member at Middlebury College earlier this year that there were a number of errors in one of the Latin language course marketed and sold by MIL," he said. "This course was created prior to the joint venture with Middlebury and MIL. An investigation into these course materials confirmed that there were, indeed, a number of errors."

But Burger said that the errors were "quickly corrected," and that the Latin courses will no longer be marketed as MIL courses.

The College first went into partnership with K12 in 2010 and has since created videos for the K-12 market in five languages: Spanish, French, Chinese, German and Arabic. Liebowitz has championed MIL since its creation as an important investment for the College's brand.

"We pursued the initiative for three reasons," Liebowitz told the faculty at its meeting on April 28. "First, we wanted to retain our leadership in the languages. Our reputation as leaders in teaching languages began 100 years ago with the intensive, immersion Language schools, which introduced a totally new way to



teach languages ... The second reason was and is to expand access to language courses for pre-college students. And third, we recognized, especially during the recession, that in order for the College to protect what it valued so much about its residential liberal arts offerings here on campus ... we need, eventually, to find ways to increase overall revenue," concluded Liebowitz.

But many faculty members do not buy the College's explanations. Associate Professor of Education Studies Jonathan Miller-Lane said that he was originally supportive of the College leveraging its language expertise to open new revenue streams.

"Why should we not try and leverage our strengths?" he said. "However, given what we now know is happening it turns out to be a poorly executed plan. By far, this is the most appalling thing that I have heard regarding MIL and K-12 Inc. and it leads me to now support the effort to sever all connections with K-12, Inc."

According to Burger, one of the root

issues is the reluctance of some faculty to accept that MIL should have a role in Middlebury's future.

But Associate Professor of Sociology and Women's and Gender Studies Laurie Essig said that she was indeed worried about MIL's relationship with K-12, Inc.

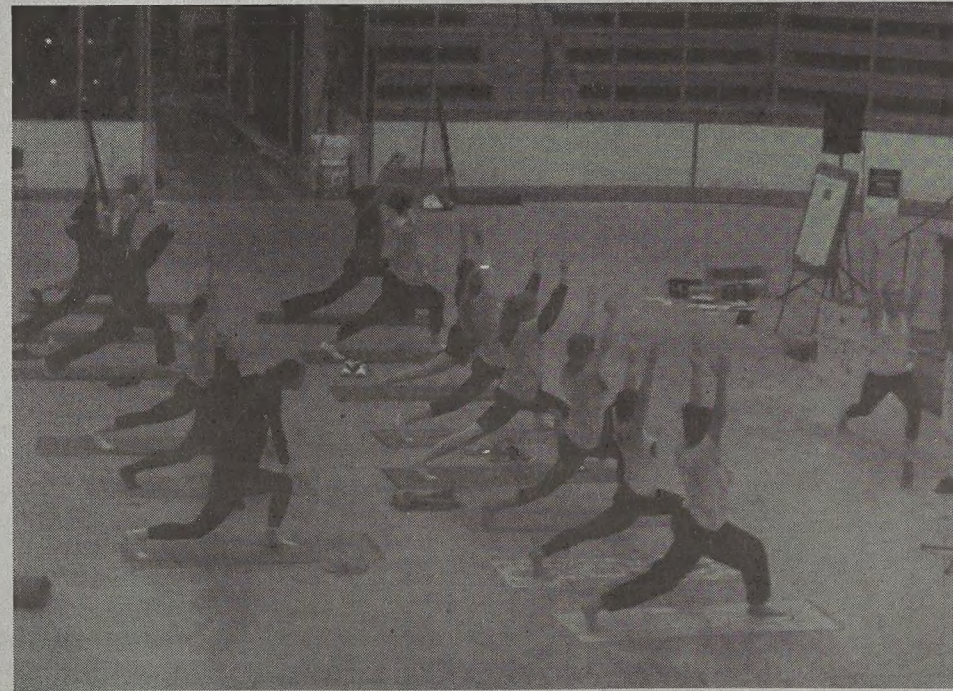
"It is not in Middlebury's interest as an institution of higher learning to be so closely allied with a business that is far less interested in education than it is the replacement of face to face learning with online 'learning,'" she said. "Their unproved record as educators, their for profit motive and their highly politicized agenda ought to give us pause — but because it hurts learning. And Middlebury is dedicated to just that."

Miller-Lane called the idea that we need to "face the facts" of K-12 market "specious."

"We are doing this to make a buck, period. We are choosing to enter this market and we can choose to leave. We must now make clear what our standards are."

11TH ANNUAL RELAY FOR LIFE RALLIES FOR CANCER AWARENESS

Middlebury held its 11th annual Relay for Life event on May 2 and May 3. The all-night event aims to raise money and awareness for cancer research and education services. Activities included a Luminaria ceremony, yoga, Zumba and performances by a capella groups such as the Mamajamas and Mischords. Middlebury's 45 teams and 416 participants raised a total of \$61,307.28 for the American Cancer Society.



PHOTOS COURTESY OF RELAY FOR LIFE OF MIDDLEBURY AND SYDNEY LARKIN

Middlebury Strives for More than Compliance

CONTINUED FROM PAGE 1

would be pretty surprised if they were found in compliance."

At Tufts, student outrage led to a protest outside an administrative building last Thursday, May 1, when students held a rally and encircled a building in which 12 students, including Kelly and Olivia Carle '17, met with administrators to negotiate their reentry into the Title IX voluntary resolution.

"The police officers watching over us said we hadn't had something this big since the '80s," said Carle. "Someone said the protestors could ring around the administrative building three times."

As a result of these negotiations, Tufts acknowledged the findings of non-compliance and agreed to hire a Response and Resource Coordinator. Administrators will continue to discuss the Title IX findings with the OCR in Washington, D.C. this week.

"Tufts has not looked good recently, and I think this is serving as a warning to other schools to take sexual assault seriously, to take our students seriously, and that there are real impacts when they find schools out of compliance," said Kelly.

Kelly and Carle both think this should serve as a wake up call for other colleges.

"The idea of waiting for the government to find you compli-

ant is such a backwards way of looking, and if a school hasn't had that big moment yet, now is the time to really take the bull by the horns and make changes so it doesn't come to that," said Kelly.

"For me, this kind of non-compliance with Title IX is almost an epidemic among colleges," said Carle. "Do I think that there's a long way to go? I think we both [Kelly and she] do... but I think there might be more organization and more solidarity between students trying to fight this non-compliance with Title IX."

For Middlebury, which is not under investigation, the media buzz around sexual assault provides an opportunity for reflection, although many of the College's policies are already leading the field. One noteworthy recognition of the College's commitment to sexual violence prevention was a \$272,528 grant from the Department of Justice received this fall.

"Middlebury has been active in national conversations about best practices and legislative initiatives in this area for many years," wrote Human Relations Officer Sue Ritter and Associate Dean for Judicial Affairs and Student Life Karen Guttentag in an email. "While we are still reviewing the fine points of the White House Task Force report, the recommendations are con-

sistent with many of our current practices as well as the initiatives that we are pursuing with the assistance of the Office of Violence Against Women grant."

This consistency is due to a history of thoughtful engagement on sexual assault in the administration. Even before some of the existing guidelines were in place, the College was reviewing its policy. The College's Sexual Misconduct Policy, which was introduced in the fall of 2011, has been recognized as a model for others by national experts in the field.

"I'm really new to the community — this is only my first year — but one of the things that drew me to the community was the really thoughtful approach that the College has taken on sexual assault," said McCall. "The institution was really working on making sure our policies and our procedures reflected best practices before national mandates started coming down the pipeline."

A hallmark of this system is our judicial process, which uses the single investigator model,

called "promising" by the White House Task Force, to eliminate in-person hearings and ensure that students do not need to tell their story more than once and to multiple people with the hope of alleviating some of the stress of this process.

"While we continue to fine-tune our policy each year, we

feel confident that our approach is the most fair, compassionate and effective way for us to respond to sexual misconduct complaints," wrote Ritter and Guttentag.

However, Sarah Boyd '14, an organizer with It Happens Here (IHH) has qualms with the existing system.

"The investigators have already made up their minds when they present the situation, and their job is to investigate and to find the facts, but in that way, you don't have someone rooting for both people," she said. "That's something that's really lost in our system."

But other students speak positively of this system, including Sexual Assault Oversight Committee (SAOC) chair Jordan

McKinley '14.

"I think our community judicial board and our policies are very fair," said McKinley. "It makes an issue that is always complicated and very messy a little more cut and dry when you can say, 'this didn't turn out the way I wanted, but I see why because of the policy.'"

"Of course there still are a lot of problems where when you think about how many stories are submitted to IHH and how few of those go through the judicial process," said Katie Preston '17, a member of IHH and SAOC. "It's not a perfect system, but Middlebury is working very hard to be there."

One place the College could improve, as suggested by students interviewed by the *Campus*, is programming during first-year orientation. McCall will be working with MiddSafe advocates over the summer to develop programming about sexual assault prevention, including bystander intervention and defining consent, as well as optional programming about sexual education for the incoming first-year class.

"We plan on upping the ante on a lot of awareness in the next year," said Jackie Voluz '14, a MiddSafe advocate. "We're being compliant for sure... but there's always room for improvement and constant consideration of survivor's needs."

SGA Recaps Active Year

By Emily Singer

The current Student Government Association (SGA) administration has been faced with a great deal of scrutiny this year, due in part to the especially high voter turnout last year, which elected Rachel Liddell '15 as SGA President with over 52 percent of the votes. Amid frustration with the apparent lack of tangible change enacted by the SGA, however, the Senate has been especially active in passing legislation in recent weeks.

Much of the SGA's business during the fall semester was centered on crisis management following the 9/11 Memorial vandalism and the Chance the Rapper controversy.

Liddell said that she was overeager at the start of the year and sought to effect broad, sweeping changes. She soon realized that such a plan proved to be more talk than action and that as President for just one year, she didn't "have the longevity to pursue those things to their finality."

After Liddell realized the type of change and legislation she would be capable of enacting, she says that she was "able to focus [her] efforts in a more concentrated way."

"You can see that in the arc of what I was able to do this year. The first semester I spent a lot of time talking to the [Educational Affairs Committee] about internships for credit... and that was good, not an unproductive conversation, but I realized that it wasn't under my direct control," Liddell said.

"I did a lot of work towards it, and I'm glad that I did, but at a certain point I realized that I had done what I could do and the faculty needed to make a decision for themselves. I then started looking into things like having a café in BiHall and ramping MiddCourses up and talking about how we as SGA members can actually be engaged in issues on campus."

Such issues included Honor Code reform, AAL reform and, at the start of the year, Real Food. With regard to the latter, the SGA conducted an all-student survey in the fall that sought to gauge student interest in the Real Food movement. The survey, however, included a question that angered a number of students. Liddell noted that students were right to be angry and that she made a mistake. The survey led Liddell to "burn a lot of political capital" that she was unable to bounce back from. The SGA's inquiries into Real Food further faded as Liddell and her

cabinet recognized that "pursuing initiatives took a disproportionate amount of time in relation to the students it represented."

While the SGA did not pass any legislation pertaining to Real Food, Liddell did help EatReal to pass a bill related to Real Food through the SGA senate last month.

"We have had a lot of independent student groups come to the SGA this year and ask to write legislation," Liddell said, adding that the SGA has the ability and connections to put students in contact with the appropriate administrators to work to create change.

In spite of the recent one-sided election, the SGA has, in fact, been particularly active in passing legislation.

"AAL reform has been in and out of legislation for four years," said SGA Senator Michael Brady '17.5. "So the fact that we can pass this bill means that we've made progress. I think there is some significant legislation that has been passed and I find it kind of ironic that during this election, people were saying that SGA doesn't do anything."

The SGA believes that much of the discontent they are faced with is rooted in a misunderstanding on behalf of the student body.

"I don't even necessarily think that it's a lack of our ability to do something as it is, it's a perception thing. Students don't understand what we do or how we do it and don't care to learn more, and they feel like it's the SGA's responsibility to help them [understand it in a more] digestible manner," said SGA Chief of Staff Jake Nonweiler '14.

On the most basic level, Liddell believes that the SGA can help students connect with administrators.

"Administrators are very helpful," she said. "They are kind, and they care about what students think, and they want to help us. The administration, as a whole, is difficult to navigate... it took me about a year to learn how to do it, and now I'm going to finish."

"I think that also pertains to the issue of 'what does the SGA do for students?' The SGA knows how to navigate the administration, and many students have the agency to walk up to Old Chapel and make change... but SGA can be a great conduit for that kind of change as well because we have a lot of practice... We can be an amplifier. But if people don't know that, or people don't want that, it doesn't work."

What's going on this weekend at...



Freshman Take Over The Grille!

THURSDAY 5:30-7:30PM

All first years are invited to come to the Grille for free food and live music.

MCAB Trivia Night

THURSDAY 9:00-11:00PM

Ignoma

FRIDAY 9:30PM-11:30PM

INGOMA is a sub-Saharan African music acquisition and performing community whose main goal is to bring the music scene from the African continent to Middlebury soil.

DJ Eric Hass and Friends

SATURDAY 9:00-11:30PM

Enjoy the sounds of DJ Eric Hass over food in Crossroads. Dancers and fellow musicians are welcome.



Dupont Brothers

THURSDAY 8:00-10:00PM

Blending the contemplative winters of the northeast with the solitary beauty of southwestern desert, Sam and Zack DuPont are now co-conspirators in a shared passion that runs deep in their family. Lush finger-style guitar work is complimented by elegant prose and a vocal blend that could only be matched by blood relation, producing a unique Vermont-made Folk-Americana sound.

Bandanna

FRIDAY 8:00-11:00PM

This crowd favorite high-energy band is a dance-a-licious mix of great vocals set on top of irresistible beat-driven original arrangements of favorite and never-before-heard rhythm and blues numbers.

Blues & Beyond

SATURDAY 8:00-11:00PM

Blues and Beyond is a high energy band of talented musicians playing a tasty mix of blues, soul, rock and jazz from Paul Butterfield to Miles to Dusty Springfield to Ray Charles and beyond.

MATTHEWS TALKS CONTEMPORARY ECONOMICS AND MARXIST IDEALS

By Katie Schott

On Tuesday, April 29, Twilight Auditorium was filled to capacity by 4:30, the start time for the Inaugural Lecture "The Case for Marx," given by Christian A. Johnson Professor of Economics and Department Chair Peter Matthews. Jim Ralph, Dean of Faculty Development and Research, had to turn away students, professors and Middlebury residents after all of the seats were filled.

Professor Matthews' talk centered around the question "should there be room in modern economics for a much vilified but seldom read nineteenth century thinker?"

President of the College Ronald D. Liebowitz introduced Matthews, who spoke briefly of his path to becoming an Economics Professor at the College.

The lecture began with the slide "Karl Marx n'est pas mort (translation: Karl Marx isn't dead)." Marx's association with socialism and unjust actions committed by Stalin in his name was immediately acknowledged, and Matthews suggested that this lecture was purely to explain Marx's economic insights and how they could be applied to the modern economy.

"[I gave the talk] to encourage people to read about Marx, and to know the difference between Marx the economist and Marxism," said Matthews.

The lecture explained how Marx's view of class struggles may seek to explain inequality, its causes and possible solutions. Marx's notion that capitalism may eventually give way to some sort of socialism was explained as well.

Listeners considered the words of Marx's good friend Engel and how Marx thought it was productive to question society and consider alternatives when problems arise.

"I gave the talk purely because I wanted to say 'There is a wide range of theories about the world around us, and here's one.'" The lecture argued that the current gap between the 1 percent and the 99 percent isn't sustainable.

Matthew's slides also featured a quote by Lawrence Klein in April 1947: "Marx did not fully anticipate the Keynesian Theory of Effective Demand... [he] laid the groundwork for a complete equation system to determine the level of income... [t]he primary advantage of the Marxian Model, however is that it provides more information." This citation from over 67 years ago acknowledges the flaws in Marx's theory, along with many other past and future citations that Professor Matthews posed.

The lecture also touched on a popular modern analysis of the economy: Thomas Piketty's book, *Capital in the Twenty-First Century*. The text "gives data about the total level of private capital and the percentage of income paid out to labor in England from the 1700s onward" according to Mike Konczal's spring 2014 article in the Boston Review titled *Studying the Rich: Thomas Piketty and his Critics*. Professor Matthews and Konczal's article explained that economists with more right-wing ideas criticize the fact that Piketty does not have enough economic models to prove his theory, and economists to Piketty's left say he over emphasizes mainstream economics and does not say enough about politics.

Matthews indicated the importance of young people being exposed to a diversity of opinions. He suggested that college is the first time that many young people have the opportunity to explore a full set of alternatives and values — often different systems of values than those that they grew up with.

"I hope that attending a lecture like this helps students consider how philosophers have previously theorized the world. It isn't to say Karl Marx is right and another philosopher is wrong — it's merely to start the discussion," concluded Matthews.

Yeaton Receives Appreciation Award

By Ellie Reinhardt

A ceremony was held this past Tuesday in Crossroads café to honor Visiting Assistant Professor of Theater Dana Yeaton with the Marjorie Lamberti Faculty Appreciation Award. The annual award was initiated by the SGA as an opportunity to recognize those faculty members who have made an impact on the College.

The award is student-nominated and given to faculty members who, in the words of retired History Professor Marjorie Lamberti, "have demonstrated excellence in teaching (be it lecture course, seminar, or laboratory) and dedication by giving time, energy, and effective effort in encouraging and supporting students in their search for knowledge and in their intellectual development inside and outside the classroom."

After students send in nominations, the winner is selected by a committee of SGA members based on the number and quality of the nominations for each faculty member.

Andi Lloyd, dean of the faculty, said, "I appreciate the fact that this award is entirely driven by students—in its initiation and execution, this is an opportunity for students to identify and thank exceptional faculty members. And that gives it special significance."

Lamberti was a professor at the College from 1964 until her retirement in 2002, specializing in modern European History. Yeaton was also a graduate of the College,

and was a student during Lamberti's time teaching. He has been a member of the faculty since 1998 and part of the theater department since 1999.

"Receiving the Lamberti Award is such an honor because it comes from the students. It's particularly meaningful for me because when I arrived at Middlebury as an undergraduate in the late '70s, Professor Lamberti was already a legend here. Students who couldn't get into her classes would sometimes attend her lectures for fun. Here was this diminutive figure with enormous intellectual energy, who literally seemed to know everything. We were in awe of her, and I still am," said Yeaton.

Yeaton teaches many playwriting classes, and as a playwright himself, brings a unique knowledge to his courses. "Because I continue to write plays, I have a special relationship to people who are trying to write plays. I've found that getting into a script, whether it's mine or somebody else's, takes the same muscles," he said. "Working with someone else's text feels like a combination of therapy and collaboration; no, I'm not the author, but we can still get inside their idea and make discoveries together."

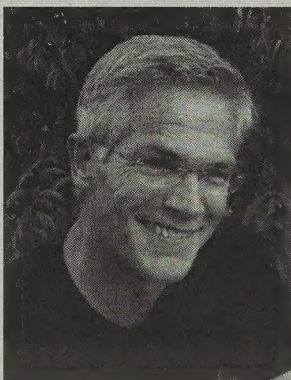
Many of Yeaton's plays have received

recognition throughout the country. He is also the Founding Director of the Vermont Young Playwrights Project, which, since its start in 1995, has provided high school students a chance to work with professional playwrights, actors and directors.

Yeaton has also taught courses at the University of Vermont and the University of Tennessee. Of working with Middlebury students, Yeaton said, "These are students who want a challenge and you get to play up to that. You raise the bar for them, because that's what they want. Of course that

means raising the bar for yourself." He continued, "Students come here eager to find out what it is they're actually here for. So as a professor, you get to watch people change course and struggle with some of the bigger questions of life. It makes teaching here seem really important."

Yeaton's dedication to his students is exemplified in his approach to teaching. "We're trying to encourage students to broaden their interests, and in the theater department especially, we're hoping they can see how this particular art form can pull widely varying disciplines together. When we see students doing that, well, it makes you proud," he said.



Dana Yeaton

Two Earn Foreign Affairs Fellowships

By Nate Sans

Two students, Rana Abdelhamid '15 and Spencer Salibur '15, were selected as winners of prestigious Thomas R. Pickering Foreign Affairs Fellowships which will provide them with financial support for two years of undergraduate and graduate study in preparation for work as a Foreign Service Officer.

The Pickering Fellowship, named in honor of Thomas R. Pickering, former U.S. Ambassador to Nigeria, El Salvador, Israel, India and the Russian Federation, provides "academic and professional preparation for outstanding candidates to enter the U.S. Department of State Foreign Service, representing America's interests abroad." Winners receive up to \$40,000 annually for two years meant to defray costs of attending undergraduate and graduate school. Recipients also commit to a minimum of five years of service as a Foreign Service Officer in the United States Department of State.

Through the Fellowship and her eventual service as a Foreign Service Officer, Abdelhamid hopes to continue the work as

a human rights advocate that she started in her teenage years. When Abdelhamid was 17, she founded the Women's Initiative for Self Empowerment (WISE), which teaches young women self-defense, leadership and entrepreneurship skills. She worked on human rights causes through Amnesty International at home in Flushing, New York before coming to the College and founding the College's own chapter of Amnesty International.

Abdelhamid plans to apply to programs at the Harvard Kennedy School and Columbia University's School of International and Public Affairs, and is also interested in going to law school. "Either way," she wrote in an email, "I want to continue my women's rights advocacy work."

On April 29, it was also announced that Abdelhamid was selected for a 2014 Harry S. Truman Scholarship, which provides \$30,000 for specialized study.

Salibur, who is an International and Global Studies major with dual focuses on Latin America and Economics, wrote in an email that she has been fascinated with foreign countries from a young age and attributed that interest to her parents, who are

from Haiti and Guadeloupe and raised her in a trilingual household speaking French, Haitian Creole and English.

"I applied for the fellowship because of my interest in working abroad to learn from and strengthen relations with other communities abroad and because of the strong relation between working in the foreign service," Salibur wrote. "I am really excited for many parts of this opportunity: to go to graduate school and further my education and understanding of international affairs and economics; ... for my postings abroad [and] the opportunity to be a foreign service officer and the amazing opportunity to work, connect and learn about other communities abroad."

Both winners are also Posse Foundation scholars. The Posse Foundation awards scholarships to partner institutions such as Middlebury to high-achieving students "who may be overlooked by traditional college selection processes." The College has hosted Posse classes (groups of students from New York, Chicago and Los Angeles) each year since 1999.

Additional reporting by Renee Chang.

THANK GOD FOR TIN(IE)R) DESK CONCERTS



RACHEL FRANK

Student band Thank God for Mississippi performed a three-song set in the Campus office as part of the Campus' Tin(ier) Desk Concert series on May 5. For a video of the concert and for previous Tin(ier) Desk Concerts, see go/tdc.

Vt Senate Increases Minimum Wage

By Harry Cramer

On May 5, the Vermont Senate passed a four-year, multi-tier plan to raise the minimum wage in Vermont to \$10.50 per hour by 2018. In 2019, annual cost-of-living wage adjustments will resume.

The bill is just one example of the flurry of legislative activity due to the Senate's self-imposed May 10 deadline.

The bill differs from one passed earlier this year by the House, which will bring the minimum wage to \$10.10 next January. Governor Shumlin's plan would have increased the minimum wage to \$10.10 by 2017, in three separate stages.

Governor Shumlin has strongly pushed for a minimum wage bill since meeting with President Obama at a conference in March.

"Although we are seeing some economic recovery and turnaround," he said at Bear Pond Books in Montpelier, "we know that the folks at the bottom are not seeing prosperity."

An amendment proposed by Sen. Peter Galbraith (D-Windham) that would have required companies with over 50 employees to pay at least 12 dollars an hour was defeated in an 18-10 vote.

A second amendment proposed by Sen. Peg Flory (R-Rutland), that would

have given employers a 12-week period before paying increased wages, was also defeated.

One national study showed that if adjusted for inflation since 1968, the minimum hourly wage in Vermont would be \$10.66. Some studies estimate that the new wage hike will collectively increase the paychecks of around 20,000 Vermonters by 30 million dollars.

Even prior to the bill, Vermont's \$8.73 hourly wage was the highest in the Northeast, and fourth highest in the country.

Yet, some local businesses are concerned that Vermont's higher rate will make them less competitive.

Sen. Jane Kitchel (D-Caledonia) also expressed concern for the profit-margins for small businesses in her district.

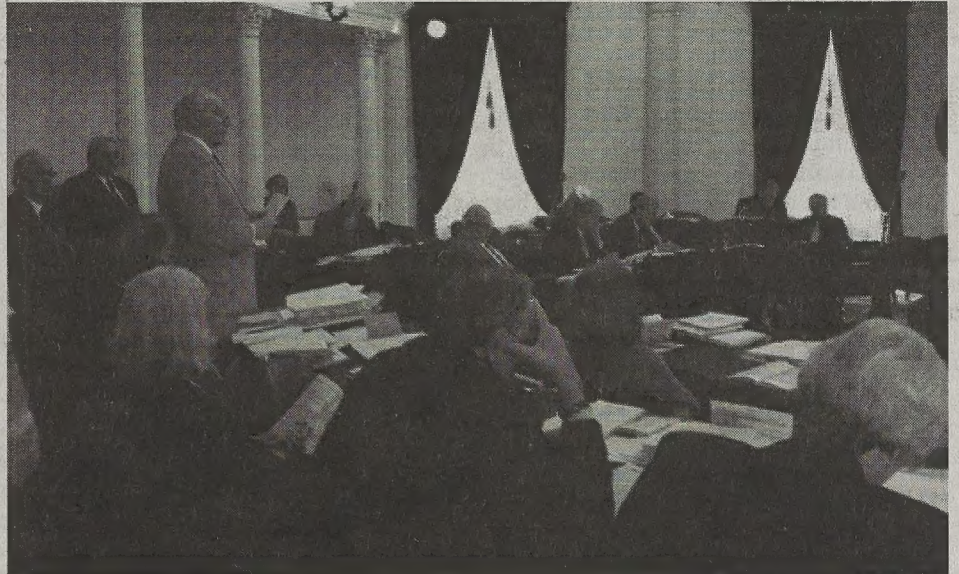
To many people living in Caledonia, "shopping locally means going to New Hampshire," she said in an interview.

"Our little stores have come and gone and are operating on a small margin."

Another concern is that the bill may negatively affect Vermonters currently on welfare programs. Sen. Kevin Mullin (R-Rutland), chair of the Senate Committee on Economic Development, Housing and General Affairs,

said the committee will be examining, "... what happens with the Earned Income Tax Credit, what happens with state benefits programs, and things like that."

Mullin also expressed concern that



COURTESY NPR

Senator Kevin Mullin (R-Rutland) presented the bill to Senate for consideration.

the bill skirts the fundamental problem: Vermont is an unattractive state for complex industries to set up shop.

"To be honest with you, it doesn't matter if it's \$8 or \$13," he said. "It's not enough to live on in a costly state like Vermont. We need better jobs."

Sen. David Zuckerman (P/D-Chittenden), who owns an organic farm, adopted a more nuanced stance. He admits that the bill may hurt his business directly, but his market will expand if consumers "had more money in their pockets" to buy his food.

Yet the general response to the bill has been positive. In April, a survey conducted by Sen. Bill Doyle (R-Washington) suggested that 71 percent of Vermonters were in favor of raising the minimum wage, 20 percent were opposed to a hike and 10 percent were unsure.

Some experts estimate that the livable wage in Vermont is \$12.48 per hour. Accordingly, in Doyle's survey just 26 percent of respondents claimed that living in Vermont was "affordable."

"This bill is an effective step in helping Vermont's low-income workers support their families," Rep. Helen Head (D-South Burlington) said. "And it will enable people to put that money back into the state economy by spending at local businesses."

House Speaker Shap Smith (D-Morrisville) also praised the bill as an important step toward allowing many more Vermonters to meet their most "basic needs."

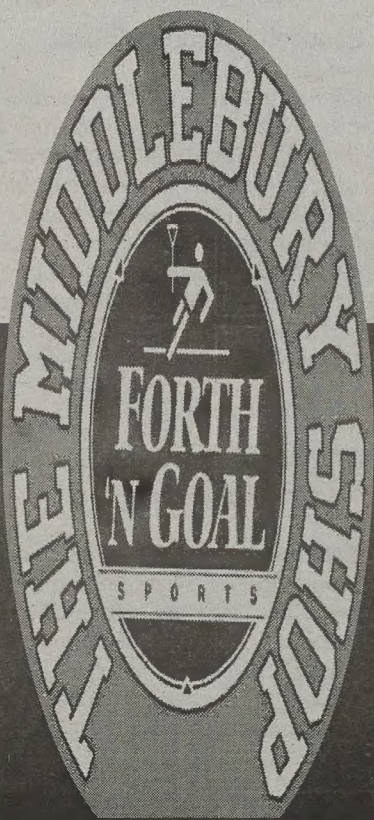
"A Vermonter working full time and making the minimum wage cannot afford health care, housing or food without government subsidies," Smith said.

MIDDLEBURY SALE!

20% OR MORE OFF Everything Middlebury!

SWEATS • HATS • TEES • SHORTS • JACKETS & MORE!

Fri., Sat. & Sun. - May 9th, 10th & 11th



FORTH 'N GOAL SPORTS

68 Main Street • Middlebury • 388-3444

Mon. - Fri. 9:30-5:30 • Sat 9:30-5 • Sun. 11-4

Enter to win a \$50 gift card online at middleburyshop.com

Like Us On



DCF Battles Child Abuse in Vt

By Alessandra Schumacher

In 2014, both child abuse and neglect are on the rise in Vermont. Calls to Vermont's child protection hotline, a part of the Department for Children and Families (DCF), have overwhelmed DCF social workers and staff.

The death of Dezirae Sheldon in February and the death of a 15-month-old boy in April, both the result of domestic abuse, have brought the issue of child abuse to the forefront of many politicians' agendas.

"A few years back we looked at child sexual abuse and made tremendous improvements in Vermont's response, and hopefully the same will happen in Vermont's response to physical child abuse," Sen. Dick Sears (D-Bennington) said. Some of this increase in child abuse and especially neglect may be a consequence of the state's growing heroin epidemic.

The child protection hotline received approximately 17,458 calls last year, about a 41 percent increase from 2007. Currently, DCF responds to about one in three calls, which is an improvement from 2007. Yet this response rate is just half the national average.

When DCF receives a call, a supervisor reviews the information and determines whether DCF should get involved. If so, a regional supervisor reviews the call information again and DCF can respond.

According to Kate Piper, a former child abuse attorney and a current social science doctoral candidate, "from the data, it appears that Vermont is neglecting its neglect cases." In some cases, child neglect can be equally as devastating as physical abuse.

Determining whether or not to re-

spond can be difficult, especially in cases of neglect, when symptoms are not as easy to spot. Neglect is often identified through long-term patterns of injury, unlike the dramatic injuries characteristic of child abuse.

Vermont state law requires that children live with their parents whenever possible. Consequently, DCF walks a fine line between unnecessarily taking custody of children and leaving children in unsafe situations. Once a child is in DCF custody, administrators then have to decide if and when it is safe to reunite the child and parents.

"Nine times out of 10, their bios [biological parents] can't take care of them in the first place," Chittenden foster parent Bernie Hayes said. "That's why they're in custody, and it's very disheartening to see these kids go back to these places."

Many Vermonters believe the state pushes too hard for reunification, even when it is dangerous for the child. Nationally, Vermont ranks sixth in the number of children who end up back in foster care after being returned to their parents.

Child safety and DCF itself have been brought to the attention of the public and the Vermont legislature in light of two recent deaths.

In February, 2-year-old Dezirae Sheldon of Poultney died from severe head trauma, allegedly committed by her stepfather. After Dezirae's death,

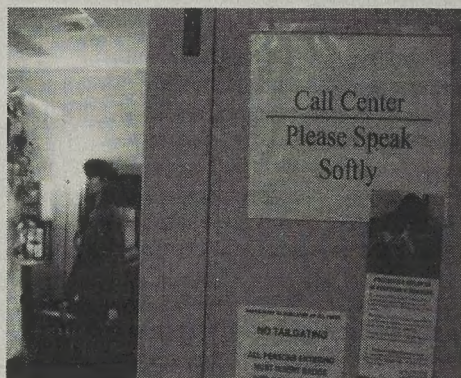
BERNIE HAYES
CHITTENDEN FOSTER PARENT

it was revealed that she had been under DCF custody before being returned to her mother, who had previously been convicted for cruelty to a child. Dezirae's mother failed to get immediate treatment for Dezirae's two broken legs.

The fact that Dezirae had been in DCF custody, but was returned to her mother,

led to public outrage and government action. The Senate created a panel of seven senators to determine what policy changes could have prevented Dezirae's death and could prevent deaths like hers in the future.

In addition, DCF has begun an internal investigation of the mistakes made and of what the department can do to



COURTESY NPR

Reports to the Department for Children and Families call centers rose in 2014.

prevent a repeat incident. Governor Peter Shumlin ordered an external investigation as well, since Vermont is the only state in New England lacking an independent watchdog organization that oversees DCF.

The second death gave further credence to the need for policy reviews regarding child safety and DCF. On April 4, a 15-month-old boy in Winooski was found to have stopped breathing, been taken to the hospital, and pronounced dead. The cause of his death is unknown, but some suspect it to be the result of domestic abuse.

It is still unclear whether the child was under the supervision of DCF prior to the incident. Privacy policies surrounding child-abuse cases are very stringent, sometimes inhibiting effective communication between the DCF and the individuals involved in abuse cases. This lack of transparency also reduces accountability within the department, leading to cases like Dezirae's.

'Guns For Drugs' Trade Grows In Vermont

By Sarah Koenigsberg

Vermont guns are being used to purchase hard drugs from surrounding states, exacerbating both the drug epidemic in Vermont and gun violence in the broader New England area.

Despite an historically democratic electorate, Vermont's history and tradition of hunting and shooting sports has led the state to maintain relatively relaxed gun control policies compared to other states across the country. Though the price of guns is fairly consistent from state to state, criminals can easily evade the gun restrictions of their home state by purchasing from Vermont citizens, and are thus willing to pay more for Vermont guns. Firearms can be sold illegally for hundreds of dollars more than their original purchasing price in states such as Massachusetts. The trade is easy to facilitate because Vermont gun laws often do not require registration or documentation of firearm sales.

Across the Vermont border, guns are harder to come by, but drugs are plentiful and cheap in nearby urban areas. The guns that are traded for drugs in Vermont frequently end up in areas such as Springfield, Massachusetts, Boston and New York City. Due to low drug availability in rural areas of Vermont, a \$4 bag of heroin can be sold for up to \$40.

"It's a supply-and-demand scenario," Vermont U.S. attorney Tristram Coffin said.

The increased buying power of handguns has given rise to other forms of crime because theft of firearms has become more frequent. An unidentified

man recently stole 32 guns from a sports shop in Hardwick on April 19.

Nearly \$2 million worth of heroin and other drugs are entering Vermont every week, and addicts are looking for ways to pay for them.

Governor Peter Shumlin discussed the growing epidemic of heroin and other opiate addictions in Vermont in his State of the State address early in 2014, and announced that \$10 million of state money will be dedicated to treatment programs. Shumlin further intimated that another \$10 million in federal grant money will be dedicated to prevention counseling.

While Vermont hones in on its growing drug problem, officials from other states are more concerned about the increased gun violence made possible by the interstate sale of Vermont weapons.

Between January 2011 and January 2014, twelve recovered guns at crime scenes in Springfield, Massachusetts have been traced back to Vermont. This number is greater than any other outside state.

"Years ago, we rarely saw guns from Vermont and New Hampshire," said James Neiswanger, the police Chief of Holyoke, Massachusetts. "Now it's much more commonplace."

Due to the lack of documentation requirements for private gun sales, the number of guns leaking from Vermont remains difficult to quantify.

Jim Mostyn, the resident agent in charge of Vermont's Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF), reports that many of the guns known to be missing are unaccounted for. For these lost weapons to be tracked, they must be recovered by authorities in other states,

as well as traced back to Vermont.

Furthermore, the missing guns that prosecutors are aware of represent a small fraction of the overall number.

"Since we catch a relatively small proportion of the drug traffickers, we're going to be catching a relatively small proportion of the drug traffickers who are then exchanging drugs for guns," Coffin said.

Jon Rosenthal, co-founder of the Massachusetts-based Stop Handgun Violence group, believes that mandatory background checks on all gun sales, including private sales, would help combat the problems caused by gun and drug trafficking. However, many Vermont gun owners say that such regulations violate the state constitution, which states that "the people have a right to bear arms for the defense of themselves and the state."

Many Vermont citizens have remained vocal proponents of personal gun rights. A proposed assault weapons ban, inspired by the Newtown killings, was withdrawn after fierce grassroots and legislative resistance.

Vermont has the highest rate of gun ownership in New England; 42 percent of residents own a firearm, in contrast to the 12.6 percent of Massachusetts residents who own a gun.

Ed Cutler, president of Gun Owners of Vermont, a gun advocacy group, is urging a focus on reducing drug demands rather than increasing gun control.

While law enforcement officials in Vermont agree that adding ATF agents would lead to a greater number of dealers getting caught, finding the funding for such measures is difficult.

LOCAL LOWDOWN

8

"Bravo!" Opera Show in Middlebury

Opera fans from far and wide will be converging this Thursday at the Lodge at Otter Creek for a phenomenal opera discussion. Douglas Anderson, the talented artistic director of the Opera Company of Middlebury, will discuss the his upcoming production of the Rossini comedy "The Italian Girl in Algiers." The director will share the history of the opera and will also play some music. The opera will then be performed at the Town Hall Theater May 30-June 7.

MAY 8, 4-9 PM

Addison County Seed Savers Meeting in Leicester

Do you know anyone with a green thumb and some free time? Tell them to get down to Taconic End Farm at 1395 Leicester Whiting Road this Thursday to take their gardening skills to the next level. Participants will help create a short list of vegetables to grow and will track and support each other's progress during the growing season and swap saved seeds in the fall. For directions call 802-247-3979.

MAY 8, 7-8:30 PM

Green Mountain Club "Trillium Tramp" in Waltham

Have you been looking for a moderately challenging but incredibly rewarding hike to kick off this spring hiking season? This Saturday, the Green Mountain Club Bread Loaf Section will offer a "Trillium Tramp" on Buck Mountain. The hike will be short but sometimes steep all the way to the top of the mountain. Look out for thousands of white trillium blossoms and other wildflowers along the way. For more information on the meeting time and place, email kduclos@gmavt.net or call 802-453-2149.

MAY 10, TBD

Spring Craft and Vendor Sale in Vergennes

Bring all your friends to the Vergennes Union Elementary School this Saturday for a taste of some of Vermont's finest handicrafts. The event will feature more than 40 local crafters as well as representatives from companies including Pampered Chef, Tupperware, Avon and others. The event will also feature a large raffle, food concessions and beverages. All proceeds benefit the 31st annual Vergennes Area Junior Fishing Derby. For more information, call 802-349-6370.

MAY 10, 9 AM - 3 PM

Handbell Concert in Bristol

If you have never attended a handbell concert before, this weekend is the time to make it happen. Head over to the Bristol Federated Church on Saturday evening for a chance to hear Northern Bronze, Vermont's premier handbell ensemble. General admission will be \$12, senior/student tickets will be \$10 and families with two adults will pay \$40. For more information, call 802-453-5994.

MAY 10, 7:30 - 9 PM


St. Peter's Day Mother's Day Breakfast in Vergennes

What better way to celebrate the joys of motherhood than with a massive stack of flapjacks? Come down to St. Peter's Parish Hall this Sunday to celebrate motherhood with eggs, griddle cakes, french toast, bacon and a multitude of sumptuous treats. Adults will pay \$8, seniors will pay \$7, kids 8-12 will be \$6 and kids under 8 will be free.

MAY 11, 8 AM - 10 PM

SELL YOUR BOOKS AND

get green!



MIDDLEBURY COLLEGE BOOKSTORE

THURS. and FRI.,
May 15 and 16, 8:30 AM - 5:00 PM

SAT., MAY 17, NOON - 6:00 PM

SUN., MAY 18, 10:00 AM - 1:00 PM

MON. and TUES.,
May 19 and 20, 8:30 AM - 6:00 PM

PROCTOR HALL

ePanther

- 2 ATMs on campus (Student Center and the Library) plus 4 free ATMs near campus (Middlebury Market & Cafe, 30 Main St., 15 Seymour St. and Rte 7 So.)
- No minimum balance
- No monthly fee
- eStatement
- Free online banking
- Free bill pay
- Free mobile banking
- Over 100 additional free ATMs (Falcon Network)



GET AN
ePanther
ACCOUNT

NO minimum balance
or monthly fee



**National Bank
of Middlebury**

Serving Vermont Communities Since 1831

nbmvt.com • 877-508-8455

BRANDON • BRISTOL • HINESBURG • MIDDLEBURY • VERGENNES

Member
EOE FDIC
EQUAL
HOUSING
LENDER

WANT A PIECE OF THE ACTION?

The Middlebury Campus is seeking new writers for the fall semester. Writers are needed in the following sections:

ONLINE

SPORTS

ARTS&SCIENCES

OPINIONS

NEWS

FEATURES



To express interest, please send an email to campus@middlebury.edu detailing the section(s) for which you'd like to write.

ARTS & SCIENCES

The Middlebury Campus

Community Players Visit 'Almost, Maine'

By Leah Lavigne

On May 1-4, the Middlebury Community Players staged John Cariani's 2004 play *Almost, Maine*, a series of nine interlocking vignettes about a group in the northern reaches of Maine who haven't quite yet organized themselves into an official town. The work recently surpassed *A Midsummer Night's Dream* as the most performed play in American high schools and this local production connected college and high school students with residents of thirteen surrounding towns.

Show director and Middlebury native Kevin Commins has written screenplays for 11 made-for-television movies, enjoying the luxury of writing for Hollywood from the comfort of the Green Mountains. As he introduced the show, he explained that even as people get more cynical, there is still a huge appeal to watching a baby laugh or a cat yawn, and that sentimentality will always have an appeal.

The subtitle of *Almost, Maine* is "A Romantic Comedy for anyone who has ever loved, hurt, laughed or believed in magic," and the scenes ranged from the charming to the funny to the heartbreaking, covering first loves, lost loves and love that springs from the most unexpected places. One by one, each scene introduces characters somehow connected to this almost town in the far north of Maine, gradually building on each other to form a realistic picture of the social interactions of a small, isolated area.

The only College student acting in the production, Nolan Ellsworth '17, opened the play as Pete in the prologue, appearing again in the interlogue and epilogue to exemplify the nervous joys and embarrassments of taking a friendship to the next level.

"The most challenging thing was that most of my scenes were silent, and a lot is going on but there's nothing to say," Ellsworth said. "It was hard to learn to treat the actions as if they were lines and tell the story that way."

Ellsworth, who is from a real town in Maine, participated in a local community theater company in high school, and after watching one of their productions over spring break, he was interested in finding a similar experience in Middlebury. By chance, Ellsworth saw a blurb in the *Campus* advertising auditions for *Almost, Maine* and decided on a whim to go the next day.

Coincidentally, Ellsworth had taken a workshop in his home state with Cariani, who is active in New England regional theater productions and travels to see productions of *Almost, Maine* whenever possible.

Ellsworth also participated in the First-Year Show this fall and noted some differences between the collegiate and community acting processes.

"It seems like in College theater, it's more on edge and structured, and talking a lot about characters and writing down facts and intuitions about characters that you draw from the script," he said. "With the Community Theater, it was not springing from such a place of how you teach theater academically, so it's different in that way. I feel like the idea of theater here [at the College] is to teach you about theater, which is awesome, and then the idea of theater in the town is more to give something to the town and create a piece of art for and by the community."

Audience favorites included "They Fell," a scene in which two best friends, Chad and Randy, lament over recent bad dates as they enjoy a couple of cans of beer and sit on the frozen lake. To everyone's great surprise, Chad falls over as soon as he stands up, declaring with shock that he just fell in love with Randy, and hilarity ensued when Randy, despite protestation, started to experience similar difficulty staying upright, leading to a sequence in which the two men

try and fail to walk away, each time falling to the ground at the sight of the other.

In another light-hearted yet touching scene, "Seeing the Thing," Dave attempts to communicate to his snowmobiling partner, Rhonda, that he loves her, and gives her a painting that expresses his feelings. Rhonda is opposed to the match and cannot understand what is depicted in the painting, but eventually Dave manages to break through Rhonda's walls and they kiss, eventually deciding to take things a step further. This is, however, northern Maine after a snowmobiling expedition, and the pair's hurried motions to remove their clothing is hindered by their layers of coats, vests and long underwear. At the end, the painting is revealed to be a heart, closing the show with, yes, sentimentality, but also a tinge of poignancy.

Cast member and Vergennes resident Ark Lemal works for his own computer repair business, MAC IT, and is the consulting Apple technician at the College Store. He most recently acted in MCP's *Four Beers*, his first role with significant dialogue and a unique acting challenge due to the part's request to sit for the entire play.

"I started theater as a form of vocal therapy and also to get over the fears of communicating publicly, and it has been a terrifying and exciting journey into that," he said.

Lemal's character in *Almost, Maine*, a repairman named East, finds a tourist camping in his yard and immediately and inexplicably falls in love with her.

"It's about all these different aspects of love and relationships, the challenging and the endearing and unexpected and magical parts of it, and there's a delightful use of magical realism in it," Lemal said. "It's a great show because of the magic of it, and it's

something everyone can relate to."

Many scenes dealt with heavier subjects, such as "This Hurts," in which a woman named Marvalyn accidentally hits a man at the laundromat with her ironing board only to discover that he cannot feel pain. The man is, in fact, so consumed by things that can hurt him and things he should fear, that he hasn't really been living at all, and his conversation with Marvalyn is the first step on his journey to opening himself up to the pleasures and pains of feeling.

Some scenes featured conclusions that seemed almost too improbable, like "Sad and Glad," which followed a man named Jimmy in a bar as he reconnects with a former flame that is having her bachelorette

party. She notices his tattoo, a misspelling of 'villain' as 'villian,' but at the end of the scene Jimmy discovers that his waitress's name is - wait for it - Villian. I think I would be more accepting of this if Villian was an actual name or if I believed that a man would want a "villain" tattoo after hurting a girl, but the acting and staging of the scene were sweet and oddly realistic.

"I think it's hard to find the sincerity and truth because it's meant to be honest and real and not just overly sentimental, and I think that we were able to find the humanity in it," Ellsworth said.

My home in far northern Vermont, too, is very close to Canada, with industries like logging and agriculture and activities like ice fishing prominent in everyday life, and I was pleased with the realistic portrayal of both rural people and the way they spend their days. It is so easy, and indeed, common in popular culture, to characterize small town, northern people as uneducated or unsophisticated, but Cariani, who grew up in Presque

"It's about all these different aspects of love and relationships, the challenging and the endearing and the unexpected and magical parts of it, and there's a delightful use of magical realism in it."

-ARK LEMAL

ACTOR AND VERGENNES RESIDENT



Megan Kelley and Nolan Ellsworth '17 in rehearsal for the Middlebury Community Player's spring production of *Almost, Maine*.

DON'T MISS THIS

The Hangman

Jake Schwartzwald '14 presents his senior playwrighting work about Conor, a dead man stuck among the living. When his suicide produces unexpected consequences, he finds himself thrust into a world of self-discovery, sexual revelations and blathering Buddhism. \$4 for students.

5/9, 8 AND 10:30 P.M., 5/10, 2 AND 8 P.M., HEPBURN ZOO

Tabu

The Hirschfeld International Series continues with *Tabu*, a black-and-white drama set in the time shortly before the Portuguese Colonial War. The film is divided into two parts, both focused on Aurora, a superstitious and troubled eighty-year-old living in Lisbon. Portuguese with subtitles. Free.

5/10, 3 AND 8 P.M., DANA AUDITORIUM

Scenes and Songs

The Department of Music sponsors student vocalists as they present a lively sampling of musical theatre from the opera to Broadway. Shows include *The Book of Mormon* and *Spring Awakening*, *The Man of La Mancha* and *The Marriage of Figaro*. Free.

5/10 8 P.M., CFA, CONCERT HALL

Senior Dancers Look Inside For Thesis

By Mandy Kimm

This past weekend four seniors shared their senior thesis dance works with the College community in their concert "Reconstructed Notions". Dance majors Hai Do '14, Rachel Nuñez '14, Cameron McKinney '14 and Jill Moshman '14 choreographed and performed deeply personal explorations that gave physical expression to the inner struggles, joys, discoveries and memories of the choreographers' lives.

This writer views dance as one of the most foundational of art forms, all of which are ways of taking a part of the human experience and expressing it in physical form. In "Reconstructed Notions," the audience was afforded a glimpse into the world as experienced through the lenses of four different individuals, embodied by the dancers in each piece. Such is the power of art — to transform that which exists in the mind into a form that the rest of the world can perceive. How each person interprets such artistic expressions, however, is entirely personal.

Many people on campus say that they don't know enough about dance to understand it. But perhaps this disconnect stems from an expectation that dance — or art in general — must have some clear, stated meaning. Perhaps in a world where we are conditioned to search for definitions, evidence and certainty that we can depend on, art in its expression of the complexity and unpredictability of human experience is difficult to reconcile with our habitual world view.

Yet something still draws us back to art — to the energy of our favorite music, be it Beyoncé or Bach, to the pleasure of an image captured in pixels or paint, to the consuming power of dance at a party or the CFA Dance Theatre. Art often appeals to a level of our humanity that our rational minds have difficulty explaining, and maybe it is not necessary to "understand" dance, but instead to let yourself feel it — to let it take your imagination and emotions where it will and enjoy the places it allows you to experience.

Do took the audience into an exploration of his personal interpretation of hell in "The Under/The Over? An awareness of the Buddhist teaching that all actions have consequences pervaded Do's haunting imagery of repentance and self-torture. The five dwellers of Do's hell, Honami Iizuka '15, Lillia Namsing '16, Cynthia Park '16, Yuexin Zeng '16 and Laura Xiao '17 embodied Do's imagined hell as he stayed to one side of the stage in meditative movement for much of the piece, observing the scene his dancers created.

A movement motif the dancers returned to time and again was a sudden contraction of the core with their hands seeming to pull away from their chests and abdomens, evoking blame and repentance. Do's choreogra-

pher's note describes this feeling.

"They constantly ask for forgiveness. They forget to forgive themselves," he wrote.

The fluid and stretchy white fabric which the dancers moved with at certain moments created eerie shapes and outlines of struggling bodies trapped by illusory boundaries. Do's work lay bare the dark emotions, fears and sufferings that are often hidden away in shame, inviting the viewer to look inward and face what may dwell there.

Nuñez delved into the swirling complexity of her identity as a woman and a dancer, with all the pressures, expectations and struggles that those labels can bring. The honesty and revealing nature of the recorded text mixed with music lent an intimacy to the tone of the piece, accentuated by the intensity and strength of Nuñez's movement and gaze. With dancers Danielle Weindling '17 and Xiao, This Is Not An Exit, defied the idea of what should be in favor of what is. Nuñez made clear what the piece meant to her.

"This Is Not An Exit. is about choosing movement over apology, and not being sorry for it," the program said.

Other Lonely Seekers, choreographed by McKinney, blended his study of the Japanese dance Butoh into his own creative strength. Butoh, at its origin a way for the artists of Ja-

pan to examine their culture's identity in relation to the events of World War II, probes the themes of light and darkness and the beauty that can be found in shadow. Dancers Brenna Roets '17 and Najwa Stanford '16 embodied darkness and light, respectively, in their black and white costumes and movement qualities. At several moments in the piece light and darkness look each other in the eye before continuing to dance with and around the other, joined by the fiery and colorful forces of dancers Anna Baratta '15 and Elise Cabral '16.

Images of agony in the faces of the dancers and moments of bodies on the ground formed alongside a melancholy section of the piece in which McKinney, along on stage, flowed to the slower sound of "Japanese Farewell Song" by Sam Cooke. Finding the interplay of dark agonized emotion and lighter energy, McKinney ended the piece by dragging the still-posed form of Roets out of the light and fading into darkness.

Exploring the ambiguity and fluidity of how we recollect our past in Nothing is Brand New, Moshman, collaborating in choreography and performance with Doug LeCours '15, created an atmosphere punctuated with spoken text and humor. Moshman and LeCours, accompanied by live musician

Taylor Bickford '14, traversed a scene reflecting the haphazard and seemingly order-less way our minds retain memories: often in incomplete moments, images or shards of the past. A moment that stays in the mind of this writer was when Moshman verbally questioned how to decide on what to do next, followed by the physical response of Moshman and LeCours leaning into each other's weight before continuing to dance.

The use of dozens of small yellow rubber duckies on stage brought humor into the piece, though what they evoke for the audience is surely different from the evocation for Moshman and LeCours. The pair, both dancing with a fluidity and freedom channeled into precision, engaged in an exchange of feeling and movement striking to witness in a duet.

These four artists with their dancers ventured into explorations of the cultures, perceptions and experiences that have shaped them in their lives to create these thesis works, the culmination of their dance experience at Middlebury. Each of them formed these pieces by looking inward to examine their own stories, and then sharing aspects of those stories with us through dance.



COURTESY

Hai Do '14, Rachel Nuñez '14, Cameron McKinney '14 and Jill Moshman '14 get close in anticipation of their thesis performance.

BOOKING IT

BY ALI LEWIS

Ali Smith's unusual new novel *Artful*, published in 2012 by Penguin Books, begins with a poem, a Child Ballad from the early fifteenth century: "The wind doth blow today, my love, / And a few small drops of rain; / I never had but one true-love, / In cold grave she was lain. / I'll do as much for my true-love / As any young man may; / I'll sit and mourn all at her grave / For twelvemonth and a day."

Then Smith's writing begins, carrying the poem right into the present narration: "The twelvemonth and a day being up, I was still at a loss. If anything I was more at a loss."

This beginning is indicative of the book as a whole, which blends art into life into art, again and again. The novel — or whatever we choose to call it, as it isn't quite a novel, and isn't quite anything else either — began as four lectures for the Weidenfeld Visiting Professorship in European Comparative Literature at Saint Anne's College in Oxford: "On time," "On form," "On edge" and "On offer and on reflection". The lectures draw from literature as a massive, global whole, tying Charlie Chaplin to Flaubert to W. G. Sebald, and Edwin Morgan (a contemporary poet) to Shakespeare and Wallace Stevens

and Horace. The lectures tumble from one eloquent thought to the thought to the next, and always remain — at least in my experience — one step ahead of the reader, so you feel like you're always almost grasping the meaning but always just missing it.

But the narrator of the novel seems to find, as she rifles through these lectures, that grasping the meaning is not the point. The point is the elusiveness, the in-between spaces that literature dances along — not here, not there, between the lower classes and the upper, between the physical page and the wild imagination, between the dead and the living. And there is a potential to defy time in literature, and also to preserve it; there is a selfishness and an act of giving and also a potential for redemption, in reading and in writing. And so much more, of course, that goes beyond what I could describe.

The narrator of the book is not an expert of literature. She (or he — we are never quite sure) is a biologist, reading through the lectures on the desk of her husband (or wife) who was an expert in literature, and who has died. The writing of these narrated segments is like a conver-

sation; so vividly real, and also sometimes so strikingly beautiful. We learn very little about the two characters, except for short moments of their current and remembered days, and then the insights into how they see trees, and how they read books — which speaks so deeply to their characters, and to (I think) the nature of life and loss itself, that we do not want anything else.

ARTFUL

by Ali Smith

In my sophomore year at Middlebury, I remember sitting in a senior thesis carrel that I'd stolen in the upper mezzanine, furiously speed-reading Thomas Carlyle's *Sartor Resartus*, which is, I have to admit, a very difficult book, and feeling utterly lost. I went to Professor Stephen Donadio's office in Hesselgrave House, which is lined with shelves of books on nearly all the walls, and asked if he could just maybe tell me what was important in the book, what I should look for, because I was a little sophomore and didn't understand. He told me that there is no answer, and that I should never let anyone try to answer that question for me.

I should pay attention to whatever it was that struck me at this reading, he said, and years later, I would come back

to the book and find that different pieces of it would now speak to me, and the book would be new again, and that is how we should read. We should read personally, I guess. We should let the book speak to us directly. That advice has always stuck with me.

There were times reading *Artful*, when I felt that maybe I wasn't smart enough to understand it. But I don't think Ali Smith meant for any of her readers to put all the pieces logically together. The character that the book is named after, the Artful Dodger in *Oliver Twist*, is a character who eludes us. When Dickens lists off the fate of all the characters at the end of his novel, Smith's narrator notes, he never mentions the Artful: "it's like the Dodger's not just given the story the slip, but given Dickens the slip too."

That is the beauty of great literature, of course. It can't quite be pinned down. And somehow, still, at each reading, it speaks straight to us, and it opens up a window for us to see the world, at least for a little while, in a new light. Smith's novel touched me in this way. Reading it this week was like a beautiful culmination to my four years of studying stories at Middlebury — hopefully a beautiful beginning to a whole life of studying stories too.

SCIENCE SPOTLIGHT: SENIOR SCIENCE THESES

By Toby Aicher

The physicist Richard Feynman once wrote “we are very lucky to be living in an age in which we are still making discoveries... and that day will never come again. It is very exciting, it is marvelous, but this excitement will have to go.”

Although I’m skeptical that science will come to an end in the foreseeable future or even at all, the hypothetical is still interesting to contemplate. If there are only so many questions left to investigate then we should join in on the fun of discovery before it ends.

I had this thought in mind while I watched several of this year’s science thesis presentations and I couldn’t help but feel, along with awe and admiration, a tinge of envy. These students were already participating in the honorable task of furthering human knowledge and they were clearly enjoying it.

A thesis represents around a year’s worth of independent research. To pass their theses, students are required to give presentations to a general audience as well as defend their theses in front of a committee of three professors.

A senior thesis is optional for all science majors except for math majors. But theses are required in order to earn honors for chemistry, biochemistry, MBB, and biology.

“The percentage of students completing a thesis varies a lot year by year but I would guess between a quarter and a third of out students complete a thesis,” Philip B. Stewart & Sarah F. Cowles Stewart Professor of Chemistry Jeff Byers said about the thesis process. “Another third do some short term research over a J-term or semester.”

Recently fewer students have chosen to do theses. “The percentage of students completing thesis has plummeted because everyone wants to do double majors,” Byers explained. “When you do a double major you lose depth in both majors, which I consider a shame. I’m a big proponent of a major minor combination, even if the major is not in my discipline.”

Many students Make the decision to do a thesis in their junior years and

start work the summer before their senior year but the process is flexible. Elaine Dellinger ’14 described how she got started on her thesis.

“I took an unusual route. I wasn’t planning on doing a thesis and I was just going to do summer research. I stayed here over the summer and worked with Molly-Costanza Robinson on her project. After the summer I thought I was done but in the fall we had some new ideas for different experiments so I decided to stay on and just do senior independent research and not a thesis. At the end of the semester I had to do a write up and I hadn’t realized how much data I had and how much I had to discuss. I ended up writing 40 pages for a short report and when I turned that in my advisor said I should just turn it into a thesis.”

Dellinger did her thesis on organically modified clays and water contaminant remediation. In her presentation she explained that organic contaminants such as BPA, steroids, pesticides, and antibiotics are prevalent in our water sources and that scientists are trying to find ways to remedy this.

“It turns out our drinking water treatment facilities are not that well suited for removing these types of organic contaminants,” Elaine explained. “An emerging method of water remediation for these types of contaminants is the use of organically modified clays as absorbents to take in these contaminants from the water.”

She focused her research on one of the most promising types of clay

called montmorillonite. Montmorillonite is composed of many small platelets stacked on top of each other and she looked at the interlayer space between them.

“The interlayer space is really important for the purpose of using this as a remediation technique because the interlayer space is where these contaminants would migrate into when they are absorbed from the water,” she said.

Dellinger specifically investigated how placing surfactant molecules in the interlayer space helps the clays absorb more organic contaminants. She found that when they increased the amount of surfactants in the clay the amount of inter-layer

space increased but the crystallinity also increased, which would make it harder for contaminants to migrate into the clay. She proposed that to optimize absorbance they would have to create surfactant modified clay that maximized inter-layer space but minimized the crystallinity.

Brian Ayers ’14 also presented a thesis this year titled “The conjugation of anti-CD 47 antibodies to gold nanoparticles via click chemistry for cancer therapy.” In his presentation Ayers explained that anti-CD 47 antibodies were promising chemotherapy drugs because they were able to distinguish between healthy cells and cancer cells, unlike most current chemotherapy drugs, which have negative side effects.

Cancer cells normally avoid detection from the immune system because they display an extracellular protein

called CD 47.

“Researchers call this the ‘don’t eat my signal,’” Ayers said. “You can kind of think of it like a fake ID that it shows our immune system to pretend like it’s a normal cell.” The anti-CD 47 antibody blocks this ‘don’t eat me signal’ and enables the immune system to attack the cancer cells.

Ayers focused his research on finding a way to better deliver the anti-CD 47 antibodies to tumors. If antibodies are injected alone they don’t accumulate in tumors because have a ‘leaky vasculature’ and antibodies flow right through them. But Ayers thinks that if he connects the anti-CD 47 antibodies to gold nanoparticles they will be more likely to accumulate in tumors.

“Gold nanoparticles are larger and as they travel through a tumor they will reach a pore that they can’t fit through. It’s like a roadblock. So they get stuck there and they start aggregating and that’s why they have this enhanced permeability and retention rate.”

During his year of research Ayers successfully connected anti-CD 47 antibodies to gold nanoparticles. In the future he plans to test them on cultures of cancer cells and on mice to see their effectiveness.

Dellinger and Ayers’s theses are just two examples of the brilliant work done by this year’s cohort of thesis students. Ultimately, a short article is unable to do justice to these students and the best thing to do is ask about their research in person. Senior theses and undergraduate research are two of the most remarkable aspects of Middlebury and are well worth the time to investigate. They’re one of Byers’ favorite things about Middlebury.

“There’s no better way to get your money’s worth out of a Middlebury education than individual mentorship of a Middlebury college professor on a research project. In my mind, the major goal of a liberal arts education is to teach students how to think on their own and become life long learners. Nothing does that like generating truly new knowledge,” he said.

“In my mind, the major goal of a liberal arts education is to teach students how to think on their own and become life long learners. Nothing does that like generating truly new knowledge.”

—JEFF BYERS

PHILIP B. STEWART & SARAH F. COWLES STEWART
PROFESSOR OF PHYSICS

ONE LIFE LEFT

BY CHAPIN BOYER

This is my last column for the *Middlebury Campus*, so I decided to write something a little bit different than my usual game review. With the arrival of the new console generation, the recent surge of independent game releases, and the ongoing debates about games as an artistic medium, I figured that maybe it was time to write a short piece on how I see the state of games.

Gamers and game designers have fought for years over the idea of “Games as Art”. Some argue that, like any creative medium, games deserve proper artistic respect and recognition. Others argue that defining games as art might ruin the fun. For those outside of the community, those who only see the big, *Call of Duty* style releases, it is hard to understand what could be artistic about games. At face value, games seem to be violent, shallow experiences only intended to dazzle and entertain.

Games, as I see them, are just barely out of their adolescence. Games began as the simple diversions that most people see them as. A game like *Pong* might provide hours of entertainment, but an art piece it is not. Arcades and home consoles continued to push the envelope technologically from there, allowing for fuller, more complex experiences, yet games continued to exist primarily for their entertainment value. Most games focused on challenges, battles, conflicts.

Games liked to focus on heroes saving princesses or sole soldiers winning wars; however, as technology has improved, and the techniques of gaming storytelling have become more nuanced, something new has started to emerge.

The first game that spoke to me on a narrative level was *Kingdom Hearts* for the Playstation 2. A mash up of Disney and *Final Fantasy* characters, *Kingdom Hearts* was not exactly subtle, but it showed me how a game story can contain emotional weight. Its most impactful moment took place about three-fourths of the way through the game. The main character, Sora is stripped of his powers and his friends. The player must then guide the enfeebled Sora through the most challenging level they have faced with only The Beast (from “Beauty and the Beast”, naturally) to help them. This segment made me feel the same weakness that Sora felt, the same frustration. *Kingdom Hearts* did not invent this technique, but it introduced it to me: the idea that the gameplay can tell the story even more effectively than narrative scenes.

Not every game has adopted this technique, but it is starting to crop up more and more. Games like *Journey*, *Shadow of the Colossus*, *Minecraft*, *Dark Souls*, and *Metro 2033* all present their stories through their gameplay,

encouraging the players to feel the same emotions and desires that the protagonists feel. I am not trying to say that this technique is the only important one in the game designer’s arsenal, just that the increased use of the technique is a sign of gaming’s maturation. As we come into the 21st century, we are seeing more games, and more mainstream games, that are utilizing gameplay focused storytelling.

So, if gaming has come out of its adolescence, it is settling down now into its teenage years.

THE STATE OF VIDEO GAMES

It is experimenting with some new ideas, some of which are good, some of which are

bad, but it still has a way to go to reach full maturity and acceptance. Gaming does still face some attacks from the outside. Now and again someone will try to censor a game, or pass a law to protect the kids, but these complaints are coming across as increasingly anachronistic.

What is truly holding gaming back right now is the gaming community itself. We all have heard or experienced the horror stories of Xbox Live chat, or gamers freaking out over small details that they dislike in games. In some ways, these reactions can be written off as those of immature children. In other cases, it is hard to shrug off the abuse and venom as mere childish complaints. When *Mass Effect 3* came out, somebody

tried to sue Bioware because they did not like the ending. When Anita Sarkeesian began work on her “Tropes vs. Women in Videogames” series, people sent her rape and death threats. Seriously, check out some online news stories about “Tropes vs. Women.” It is horrifying stuff. These are not the reactions of a mature community. These are the reactions of entitled, angry children who think that they should have whatever they want, exactly when they want it.

The good news is that it is easy to be a part of the solution. Game designers, especially in the independent market, have shown a willingness to make more nuanced games that can be rightfully called art. Gamers have shown a willingness to buy these games and to play them right alongside the mass of fantastic entertainment games that are coming out as well. It is a great time to be a gamer. All we have to do to be a part of the solution is enjoy. If someone wants to make a game, and you don’t like it, that’s fine. There are hundreds more games out there for you. If someone wants to criticize games, you don’t have to fight them. We are not a harassed minority group in need of defense. Gaming is starting to come into its own, both in terms of quality of experience, and acceptance in the world, it is time for gamers to come into their own along with it. Kick back, be cool to the people that you play with and enjoy the ride.

The Secret Life of Narps

By Izzy Fleming and Maddie Webb

What would have been our last week of training was instead spent recovering in bed and wallowing in Adam Levine's new hair color. Reminders of the upcoming race proved to be overwhelming throughout the week. A walk into town meant passing a screaming neon sign announcing road closures on Sunday, May 4, a check of Maddie's e-mail meant receiving a reminder of final logistics from the Maple Run coordinators (seeing as how Maddie splurged on the \$40 registration fee after the adrenaline rush following her first ever two-mile run back in week 2), and entering our dorm rooms meant seeing the training calendar without X's on the last few days. We attempted to make the best out of a poor situation and hoped to karaoke our sadness away. After several dozen renditions of Seasons of Love, we felt better and put the microphone aside (also because Maddie took two too many puffs of her inhaler in the hopes of reaching the big note at the end, and practically fainted).

Before we knew it Sunday had arrived. We headed to the starting line and were a little surprised at what we saw. Believe it or not, people seemed calm and casual considering that in a NARP's eyes, they were about to run across the country. We had our night-before and race day agenda planned since day one of training, and had begun preparing to wake up early for the first time on a Sunday months in advance. Saturday would include a relaxing session of chatarunga — *not* chimichanga yoga — and a feast of carbs that Maddie would cook in the privacy of Izzy's Middlebury home. Sunday would include a simple, yet filling meal with Gu packets in our sports bras and pre-race screenings include all of the following videos: US vs. U.S.S.R. hockey halftime speech by Kurt Russell, Will Smith's emotional plea at the end of The Pursuit of Happiness and a montage of the Dillon Panthers saying "Clear eyes, full hearts, can't lose" from Friday Night Lights (Tim Riggins, we love you).

We watched the runners bound into the distance and then headed back to Maddie's room in Battell to watch them run from the window at mile seven. We were shocked to hear a bulk of the runners approaching the Chateau before ten o'clock. We really don't even want to mention how far behind we would have been considering our steady 11 minute mile time.

We made our way to the finish line, and as everyone received their medals Izzy and Maddie's eyes watered just a bit. We were both imagining our would-be triumphant finish. And no doubt we were both imagining flowers hitting our feet from cheering bystanders. Although we did not have those special moments, we have had a lot of other successes since February.

Despite our newly acquired partial athleticism, Izzy and Maddie are still NARPs through and through. These last twelve weeks have seen us entering the dining halls in athletic gear more often and increasing our gym attendance (by a grand total of three whopping times), but we have remained NARPs at heart. We felt closer than ever to all the unathletic people on campus who would emerge from the shadows of an Atwater party or approach us as we binged at Ross Mexican dinner to tell us that our athletic struggles are entertaining but also very relatable. After all, we aren't the only ones who couldn't go up two flights of Bi-Hall stairs without collapsing. Although our new athletic endurance didn't leave us confident enough to sit at a circular Ross table during prime dinner hours, we have felt significantly better and healthier than ever. When either of us are in a funk, we have genuinely learned to utilize running as a therapy. Removing ourselves from the bustling atmosphere of the College gives us an hour to just breathe (albeit laboriously for Maddie) and contemplate the realness of our most recent Buzzfeed quiz results. This is the end of the road for The Secret Life of NARPs, but the one thing we want you to take away is that Last Friday Night (T.G.I.F.) is infinitely better than 2013's Dark Horse (we're talking to you, the one anonymous person who commented on our article online).

Vibrators Generate New Buzz

By Anastasia Capatina

At intermission of the opening night of "In the Next Room" (or "The Vibrator Play"), the audience of the packed Seeler Studio Theater collectively sighed with relief upon realizing that despite its name, Sarah Ruhl's Tony Award-nominated play was far from vulgar. Gathering from the chatter of the elderly men seated behind me (who remarked approvingly, "very well done — not scandalized") and the female students to my right (who nodded in agreement that the show was "tasteful"), it seems audience members came to the production with some reservations regarding its subtitle.

On this point, the name was not misleading; vibrators were in fact central to the plot, as was female masturbation, and orgasms were frequent throughout the show. But perhaps what people were responding to most, as it seemed to me during intermission, was the unexpected level of comfort present in the face of these usually awkward subjects.

This was, in part, crafted by director Claudio Medieros's '90 choice of a small, intimate space, the actors' incredible skill and professionalism and the humor and naiveté scripted for the characters.

The vibrator was treated as a medical device, which contributed in a big way to making the play feel less erotic.

Celia Watson '17, who attended Wednesday's opening, said, "The acting was my favorite part of the show. What was interesting was that while the characters' orgasms seemed very natural and realistic, you never forgot that they were still inside a doctor's office."

The major player behind the audience's ease, in my opinion, was the play's confrontation of the taboo of female sexuality, and its overriding message that sexual intimacy is a healthy and fulfilling part of life, and should be seen that way, rather than in the harsh light of shame or disgust typically attached to it.

Yet, the fact that students and town residents alike walked into the play bracing themselves for vulgarity speaks to our attitudes toward sexuality, specifically towards the private sexual lives of women. While science has come a long way in understanding the female orgasm since the late nineteenth century — in which the play is set — confusion and silence still rule the masses.

"I think that female sexuality is very much a black box to a lot of people—men and women," said stage manager Gabrielle



PAUL GERARD

Mari Vial-Golden '14, Matt Ball '14 and Lana Meyer '17 confront female masturbation.

Owens '17.

When I asked a group of male friends how many girls they thought masturbated, estimations ranged from 70 to 98 percent. More telling, however, was that the girls I talked to were just as, if not more, uncertain. Even those more brazen on the topic admitted to feeling a lack of solidarity in their conversations with others.

"In our friend group, I like to think we're open-minded and it's true that we do talk about these things," said Emily Bogin '16. "But when we talk about female masturbation, there's definitely a layer of self-awareness that we're talking about something taboo. This makes it even funnier to talk about, but it also engages the fact that it's not socially acceptable."

"And it just isn't," she added. "I don't think that it is socially acceptable in Middlebury or in the world at large or anywhere. It's sort of just accepted that women aren't supposed to masturbate."

This is what Erin Ried '16 found when testing a female version of an all too common phrase. "The world seems so focused on pe-

nises. My friends and I are tired of hearing 'suck my dick' all the time. Nobody goes around saying, 'lick my clit.' And if they tried, it wouldn't go over; it sounds way more vulgar somehow, way less acceptable."

The world is certainly advancing in its recognition of female sexuality. And while "The Vagina Monologues" and events like this play are opening space for dialogue on our campus, we still have long way to go before male and female sexual experiences are viewed in the same light.

"It seems like a cultural hangover," said Owens. "For most of the Western world, we've gotten past the idea that women aren't allowed to enjoy sex. But we're still stuck in this place where we don't really want to know about them enjoying sex. If you watch commercials and things like that on TV, you see all these women acting sexy, but they're doing it all for men, basically. I think that's still a huge issue — that when women enjoy sex, they enjoy it for other people, not for themselves."

"In the Next Room" presented sexuality as a potential unifier, something with the power to connect groups across different socio-economic and ethnic backgrounds, as well as individuals, both homo and heterosexual. It showed sexuality as a basic human quality, a shared experience that, like others, should have a voice and a discourse.

So in the spirit of the play, let's talk about it.

CLARE RAISES QUESTIONS ABOUT DISABILITY ACCESS

By Aleck Silva-Pinto

Renowned disability and gender activist Eli Clare came to campus on Wednesday, April 30th to host his talk, "Meditations on Disabled Bodies, Natural Worlds, and a Politics of Cure." As the title suggests, Clare ventured to tackle the difficult and often cumbersome issue of "cure" and the politics that surround it. Clare himself lives with Cerebral Palsy and identifies as genderqueer.

Through excerpts from his writings, Clare shared anecdotal evidence of the destructive nature of our culture's "inane" search for remedy to all disability. The talk focused on a wide variety of issues under this broad umbrella, including the caustic nature of "special" nomenclature, the "ableist" practices of organizations like the Sierra Club and the perception that a "restoration of health" is necessary for all people with disabilities. Clare's stories ranged from humorous anecdotes of unintended condescension to contemplative comparisons between environmental restoration and the desire for a cure.

While diversity is always a salient issue at the College, diversity of ability is not discussed nearly as often as are issues of racial or sexual diversity. As Clare said, the lack of conversation in the context of an elite liberal arts college can serve as an "immediate separation of these students and faculty, which is just one manifestation of segregation."

According to Jodi Litchfield, the American with Disabilities Act Coordinator for the college, about 7 percent of the student body identified as disabled in the 2012-2013. This figure is small when compared with the

U.S. totals, which hover around 19 percent according to United States Census. That number is considerably smaller for people between the ages of 15-24, but statistics for this age group were only available for "severe disabilities." Despite considerable representation on campus, there are many challenges that face this student population.

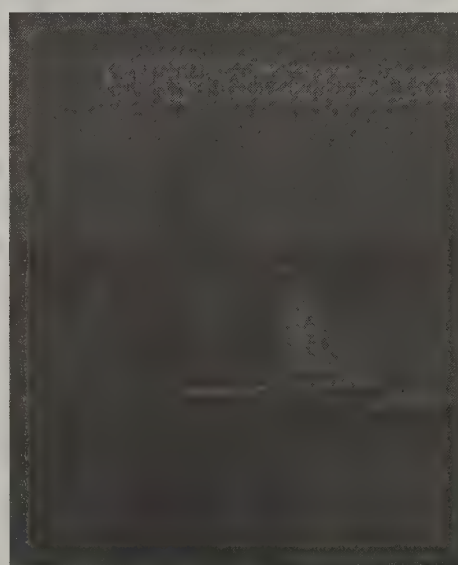
Assistant Professor of Education Studies Tara Affolter of the Education Studies Department sees the challenges facing disabled members of the college community firsthand.

"I think Middlebury tends to echo and amplify the ways disability is viewed in dominant society," she said. "That is, disability resides within the individual and we accommodate individuals on an individual basis (if at all)."

As someone living with a hearing impairment, Affolter has had to deal with her fair share of struggles here on campus. Five years ago, microphones were not necessarily provided at all speaking engagements, which has since changed thanks to Nathan Beman Professor of Mathematics Priscilla Bremser.

Still, accommodations for disabilities have not gone far enough, Affolter believes, because the focus on individual disabilities puts the burden of advocacy on each student or faculty member instead of making the College a more inclusive place for everyone.

"For those who become injured playing sports ... they feel inclined to apologize," said Affolter. "She listed a variety of examples, including the story of an injured athlete who had to navigate four flights of



MICHAEL O'HARA

Clare addressed the "inane" search for disability cures through personal narratives.

stairs to get to a class because her professor believed it was inconvenient to move the location of the class to accommodate the injured student. Affolter pointed out that many buildings on campus have little or no accessibility for people who use crutches or a wheelchair.

In light of many discussions on campus centered on body image, Clare forced a small group of students to broaden their notion of what "image" means. His prose provided an impetus for the whole campus to consider an issue that, while not often discussed, is certainly salient and affects a large portion of the college community.

A Month in the Life of Linens: Lee's Launderings

By Ali Lewis

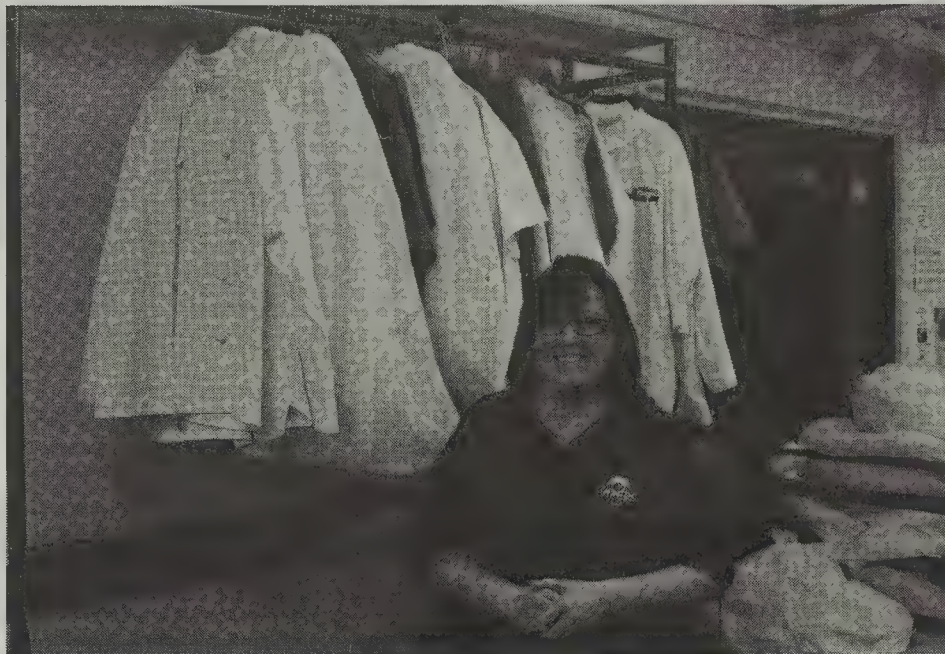
Cindy Lee wakes up at 3:15 a.m. five days a week and drives 45 minutes to work at the laundry room in Freeman International Center (FIC). She starts off her day with emails and bookwork. Around 9:30 a.m. the truck arrives full with bags of dirty laundry from the three dining halls and any other catered events on campus. The bags can weigh 75 pounds, so it takes two people to lift each one off the truck. The staff then refills the truck with the previous day's laundry and throws the first loads of towels in the washers as quickly as possible. It then takes the staff 45 minutes to an hour to sort through the rest of the laundry, checking all the uniform pockets to make sure nothing unusual gets tossed in the wash.

A typical day includes six to eight washer-loads, each of which is divided into two to three dryer loads and then put through the press and folded. Lee skips lunch so she can get off work at 1:30, in time to pick up her two sons from elementary school.

"It can be a very monotonous job," Lee said. "Especially when you're standing at a press for five to six hours, just putting flat sheets in — white flat sheets — or table linen, or napkins that just take forever."

But then every day brings also its surprises; depending what the truck brings in the morning, the staff might be overloaded with dirty laundry, or face an easier day ahead with time for straightening up the storage or someone from a department outside of Dining Services could call in last minute with an order for linens. It is nearly impossible for Lee to plan a day ahead of time.

"I don't think there's ever a day that's the same," she said. The constant changes



Lee coordinates washing, drying and folding hundreds of pounds of laundry daily.

dry room, she rarely work in the dining hall. She had her work cut out for her washing all the aprons, uniforms and linens for Ross using one washer and dryer and a "little tiny press" in a storage closet inside the student laundry room in LaForce.

Within a year, Lee worked with Dining Services to turn over all three dining halls to the College's newly bought uniforms and linens, moving one building at a time. She worked at first completely by herself, with some help from the dining hall staff during the busiest stretches of graduation, reunion, and commencement. Lee hired a part-time helper for a few years who eventually became full time, and added another part-timer as the program continued to expand.

Five years ago, the job became a lot bigger as Lee was given the added responsibility of washing all the bed linens, towels, and bath mats for the summer language schools and Bread Loaf School of English. With that responsibility came a move to FIC, where she would have the use of a large (approximately ten-foot long) press that pre-folds larger linens part-way, as well as three washers and four dryers, including "Betsy 1" and "Betsy 2," the original washer and dryer from the storage-closet days in Ross. Lee now supervises a staff of four, and a much larger staff in the summers, including high school and college students, to deal with the heavy load from Commencement and Reunion through the language schools and Bread Loaf programs. Having built up the program from scratch, Lee said she is "very happy with where it's come."

Lee had never worked with laundry, except at home, before applying to work at the College. When she moved to FIC and took on laundry for language schools, "it was all new to us," she said. The staff would ask her how to do something, "and I'd be like, 'I don't know!' I didn't know how to fold a fitted sheet for the life of me!" she said.

I have also felt clueless throughout my life as to how to fold fitted sheets and usually end up rolling them into a ball, which was also Lee's technique at home until someone from facilities taught her how to do it. The

technique, which she shared with me is in fact amazingly simple, and comes out perfectly flat and square.

Lee said the learning process has been continuous throughout her eleven years supervising laundry services. She makes suggestions to her supervisors that make the job safer and more manageable, such as switching to a smaller bag for dirty laundry so that it could even be possible for her staff to lift the full bags off the cart. Still, the job is constantly changing. Each year she is asked to take on a little more work.

But then again, as Lee said, "life changes on a daily basis, so you just have to go with it. I never get too comfortable because I never know what's going to be brought!"

When Lee moved to FIC, she hired three fifteen-year-old high school students — including Elise Biette, who is currently a freshman at the College — all of whom stayed with her for four years. Lee said she works to keep the job fun so that her high school and college student workers come back year after year. She keeps a white board that anyone can draw on in the press area (when I came to visit it was covered with Disney figures representing each of the staff's personalities) and always keeps music playing. In the summertime, the music gets "quite loud," Lee said, and she has little competitions between the staff to see, for example, who can fold a certain number of napkins the fastest.

In the summer, it can get very hot in the work area, and the workload can be intense, especially at the beginning, when the staff has to turn over all the linens from graduation for reunion two weeks later, which also happens to fall at the same time as the Young Writer's Conference at Bread Loaf.

"It gets pretty hectic," Lee said, "turning over hundreds and hundreds and hundreds" of linens within a week and a half. At the end of language schools is another rush, as her staff washes 2,100 blankets, sheets, mattress pads, towels and bath mats.

It takes about a month to wash all the language school linens. The bags of dirty laundry fill almost the entire dance floor

of the Bunker in a seven to eight foot high mountain, as well as a walk-in cooler which the staff piles full all the way up to the fire extinguisher sprinklers on the ceiling — "as high as is legal."

"It does get crazy in here," Lee said. She's had staff cry feeling so overwhelmed by this month of work. She tells her staff to "take it one day at a time; we're only here, we're only human, and we'll do the best we can ... there's nothing else we can do."

"If we've been really stressed," Lee said, "and I'm looking at people, and it's like slow-mo, and it's hot in here too on top of that, I'll be like 'field trip!' And I'll take everybody outside for five to ten minutes just to get away from this."

Lee calls a field trip a couple times throughout the summer, and every time, she does, the staff cheers.

When Lee's three high school workers left her to go on to college last year, she cried to see them go, after she'd been sort of their "mother hen" for the past four years. But she is happy for her students that are now "spreading their wings"; they all stay in contact with her, and they are doing "really well" in college.

Nowadays, Lee finds, high school and college students don't always possess the same drive as past generations.

"I was brought up differently," she says, but today parents tend to be more indulgent — "and I treat my kids the same way, you know, I give them everything, so I'm feeding into what I don't like!" But Lee finds that she has been "really lucky" with her young staff. They have been "really hard workers, really well-rounded students," both at work and outside, and "good people" all around. Lee has had her share of challenges with some staff-members, "but of the eleven years," she would say, "it's been more positive than not."

When I asked if she foresees working in laundry services for a long time into the future, she said she has "mixed feelings." She is 46 years old, and this job — lifting the bags of dirty linens off the cart, sorting through eight loads of laundry, switching the loads as quickly as possible in the summer to keep the washers constantly running, standing at the press for five hours at a time — takes a physical toll.

"I would love to stay here and retire from the College," Lee said, "because I like this job."

Though the pay is similar to what could be found elsewhere, the benefits for College staff are unmatched in the region. When Lee's nine- and twelve-year-old sons are old enough for college, they could attend Middlebury at a discounted rate, or receive credit to attend another school. The question, however, Lee said, is whether she will be physically capable of working with laundry services until her retirement.

"What will my body be like in ten to fifteen years?" she asked. "I'm hoping to [retire from the College], yes, but only the future knows that right now."

Laundry Services is always open — seven days a week, all year long. And, hopefully, for many years into the future, Lee will be there, playing her music at top volume.

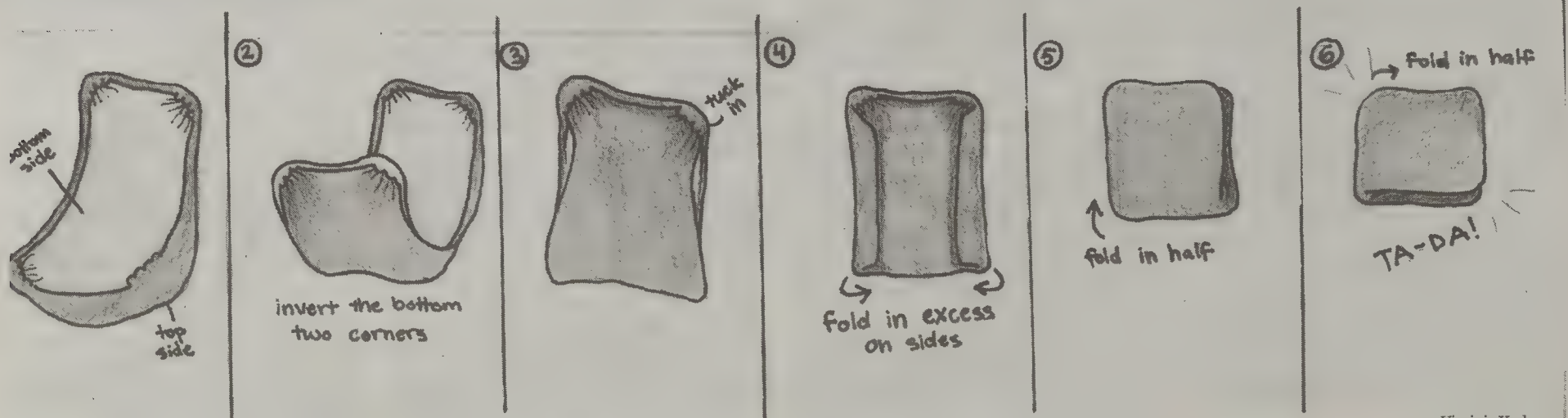


can be stressful, but Lee appreciates these constant shifts. "When the unexpected happens, it kind of breaks up the routine," she said; she enjoys being taken out of the monotonous rhythm and forced to problem-solve.

Up until 2003, Middlebury College Dining Services rented all their uniforms, aprons, towels and linens through Foley Services Inc., who picked up dirty laundry at the end of the day and brought back a clean batch in the morning. In 2003, the College decided to begin buying their own uniforms and linens, and Lee, who was then 35, applied and was hired to help out serving in Ross Dining Hall and washing the laundry onsite.

The laundry service was a very new program, Lee said, and the College did not totally understand what it would involve when they started. Though they hired Lee to work both in the dining hall and in the laun-

6 Steps to Folding a Fitted Sheet:



MIDD CYLING FINISHES STRONG AT NATIONALS

By Emma MacDonald

Last weekend, five members of the Middlebury Cycling Team traveled to Richmond, Virginia to the Cycling National Championships. Without a coach, Zack Isaacs '15.5, Jake Barker '16, Matt Gilbert '16.5, Kai Wiggins '16.5, and Sam O'Keefe '16.5 reeled impressive results, including six top-twenty finishes and a top-ten finish in the team time trial.

The team competed in four events at the National Collegiate Championships: a Team Time Trial, Individual Time Trial, Criterium, and the Road Race. As the team explained, "In the [Team Time Trial], four cyclists race together against the clock, sharing the draft and working with each other to finish the course as fast as possible. The [Individual Time Trial], known as the "Race of Truth," is held at the same course as the [Team Time Trial]. It is a test of raw fitness, as athletes race alone in pursuit of the fastest time. The Criterium is the most exciting spectator event, as a field of 100 cyclists races around a closed circuit for 75 minutes in the heart of the city. The road race is the main event. Racers complete 7 laps of a ten mile course that features technical descents, steep climbs, and cobblestone roads."

In the past, the team has sent individuals to nationals, such as Ted King '05.5, Lea Davison '05, Macky Franklin '11, and Alex Abarbanel-Grossman '12.5 — these athletes have continued on to race on national and international levels. Sam O'Keefe '16.5 traveled this winter to the cyclocross Collegiate National Championships and came away with a second place finish in the Division II field. This spring, an entire team traveled to Richmond to compete in Nationals; compared to the fact that the team sent no athletes to Nationals last year, the team felt that sending a full team was in itself a success. They made the trip to Richmond in two personal cars without any coach or adult accompaniment.

As is the case for many athletes, the



The College's cycling team sent five riders to ride in Collegiate Nationals last weekend.

hectic post-season makes the end of semester academic rush all the more difficult. The team is appreciative of the support and understanding they have received from faculty and staff in helping them balance school and cycling.

"Though the race only lasts three hours, the psychological and physical demands of that race extend through the entire day," the team explained. "Beyond that, our bikes require lots of maintenance and attention, we have to eat more food than humanly possible, and we also handle all of the logistical issues that come with traveling and racing. Our professors were very understanding with all of this, and because of that, we'll be able to finish off the year in a good place."

The team valued the experience of going to Nationals, especially as a team.

"We raced around the most beautiful historical and cultural areas that Richmond has to offer. What makes it even more special is that these are the same courses that will be featured in the 2015

World Championships for Road Cycling. To be there, racing with our best friends, surrounded by family — this experience was truly an honor, and something we'll never forget."

Championships aside, it's the love of cycling that has brought the team together the most. Despite their varied backgrounds, they share the same passion.

"It is the level of camaraderie on this team that has made Middlebury Cycling so special. You can't find a better friend than the one who rides alongside you as you do the thing you truly love."

After a successful trip to Nationals this year, the team hopes to continue the tradition of success, and more importantly, continue to enjoy the sport.

"With some new racers coming in and an even stronger team for next season, we are hoping to podium in every event. However 2015 works out, though, we really just want to have as much fun as we did this year."



Dining, Dating & Dashing

By Ryan Kim

I hoped to close this dating column with a feel-good end, a second date. Instead, I have a more upstanding finish — complete rejection.

Darlene* and I got along swimmingly, as you may have gathered from my last installment. We had a marvelous evening at Black Sheep and, though we're from vastly different worlds, connected fabulously in the ineffable spark of humanity that can only be called the "X-factor."

Though this is the end of my time here at Middlebury, I couldn't help but ask her out a second time. A part of me wondered what the point was, considering the temporal limitations of any romantic involvement between us. I'm sure she asked the same. However, I've always been liable to get ahead of myself. I reasoned, to hell with future uncertainty, I'll take one step at a time.

The mechanics were pretty simple. I was reasonably confident that Darlene reciprocated my interest, so I came by at the end of her shift and asked her out again. We set a date for Saturday night at Flatbread.

We texted throughout the week, little about the impending dinner itself, mostly just boy-girl spring lirting. Friday, I saw her in-person and we confirmed. Saturday, I came back early from a weekend jaunt with friends. A close professor invited me to dinner that night, a rare opportunity; I was tempted to try rescheduling with Darlene, but declined. Late afternoon, we reconfirmed.

Early evening, Darlene suddenly began to send cryptic, hesitant texts. Nonetheless, I walked to her house, our agreed rendezvous, to take her to dinner. No one was there. I texted to inquire, no response. Maybe she'd gotten tied up on her way home or some emergency had seized her. I decided I'd wait a bit and see. I'd already committed my evening to this date so had nowhere else to be, and Flatbread doesn't take reservations.

I sat on a short wall across the street. The heat slipped out with the light. I lit an unfiltered Camel, a murderous gift from an old friend. The waxing crescent hung low in the black locusts. I lit another cigarette, and watched it smoke itself to dust. I called, no answer but the phone rang through to voicemail. It was undeniable: I'd been stood up.

Facing the terrible truth, I sat a while longer letting my confusion and general upset fill the hollow night. I got up and walked home, stiff after two hours on the makeshift bench, as the rain came down around me. Darlene texted me the next day, "very sorry" but without explanation, so there's still a part of me out there, sitting in the dark.

Well, this is how my adventures in casual dating for this column have ended. In some ways, I guess, this week has wrought every shade of fear we have in casual dating upon me at once: vulnerability, rejection and embarrassment. And yet, I remain undeterred. I'd invite my critics to laugh me all the way to the romantic morgue, but I stand in continued defense of casual dating.

I will not be dissuaded by one bleak evening, but will keep taking risks and keep knocking. Darlene must have had good reason to bail. I can only hope that someday she, metaphorically, might hear me outside and answer.

We buy used textbooks!

**OTTER
CREEK
USED
BOOKS**

99 Maple Street, Middlebury, VT 05753 • 802-388-3241
ottercreekusedbooks.com ■ ottercreekusedbooks@gmail.com
Monday-Saturday 10-5, Sundays by chance

THE BOILING POINT

BY JESSICA CHEUNG & EMILIE MUNSON
WITH SURVEY ASSISTANCE BY ISABELLE STILLMAN



DESIGN BY OLIVIA ALLEN

Nail biting. Isolation. Tiredness. Irritability. Anxiety. These are all ways to tell when you've reached the boiling point. As most students have probably experienced, stress manifests in a variety of forms, intensities and lengths. According to the American Psychological Association, "stress can be a reaction to a short-lived situation, such as being stuck in traffic. Or it can last a long time if you're dealing with relationship problems, a spouse's death or other serious situations." In Middlebury terms, this means that stress can be a finals week fling or a four-year romance.

This week The Campus explored how students at the College define their relationship with stress. We surveyed 112 students about where their stressors come from, how their stress levels at the College compare to past stresses and how they deal with their stress.

According to our survey, 30 percent of students reported high stress — identified their stress as 7, 8, 9 or 10 on a one to ten scale — from daily academics at the College. This number spiked to 70 percent during midterms and a whopping 80 percent during finals. The leading causes of stress outside of academics were extracurricular activities and athletics.

These findings paralleled the observations of Counseling Director of Parton Health Center Ximena Mejia.

"The leading causes of stress at Middlebury are anxiety regarding high academic expectations, over commitment of extracurricular activities, and unrealistic social life expectations," said Mejia. "Students at Middlebury have high expectations of themselves, which isn't all bad, but can become problematic when concentrated on multiple demands at the end of a semester."

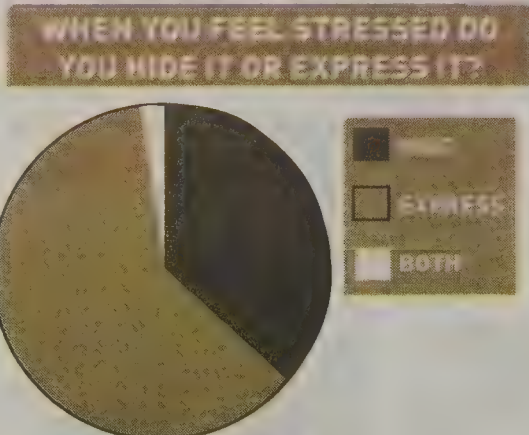
Counseling Intern Mark Nash, who led an eight-week workshop this year on "Mindfulness, Stress Relief and the Art of Being Enough," adds that student stress often stems from expectations that they set for themselves in high school.

"Students worked very hard to get here, and now that they've arrived, they feel like the bar is set even higher, and they stress about never really

being able to reach that bar," said Nash. "I'm not sure there's anything about the atmosphere here, as much as the school's reputation. When you're attending what is often referred to as one of the best schools in the country, you can feel a lot of pressure to live up to that standard."

Often students deal with their high stress levels in unhealthy ways including sleep deprivation, missing meals, increased caffeine intake and increased substance intake, including alcohol, prescription medications and illegal drugs. Our survey confirmed that drinking alcohol was the eighth most popular way to deal with stress and drug use was the twelfth most popular.

The most popular stress busters at the College proved to be much healthier options. The top three ways for students to deal with stress were exercising, sleeping, and socializing. These methods of stress busting were recommended by Mejia in addition to stress management techniques such as mindfulness, meditation and yoga.



Many students also combat their stress by talking about it with their friends and family. Talking to family was the fifth most popular way to deal with stress at the College and sixty-one percent of students reported that they choose to express their stress rather than hide it. Despite this apparent openness about stress, 62 percent of students believe they are less stressed than their peers when there are relatively uniform levels of high stress among students at the College.

Put these numbers in context and we see stress at the College as part of a larger trend. According to a 2011 University of California Los Angeles survey, more than 200,000 first-year students across 300 four-year colleges say their overall emotional health is "below average." At the same time, 52 percent of students say their emotional health was above average. In 1985, that number was 64 percent. As emotional health among college students decline nationally, Middlebury is not immune to the trend.

STRESS NOUN \ˈSTRES\
A STATE OF MENTAL TENSION AND WORRY CAUSED BY PROBLEMS IN YOUR LIFE, WORK, ETC.

"Middlebury student stress is similar to stress at other student stress at other similar institutions," Mejia said. However, 95 percent of surveyed students say they are more stressed out compared to students at other institutions.

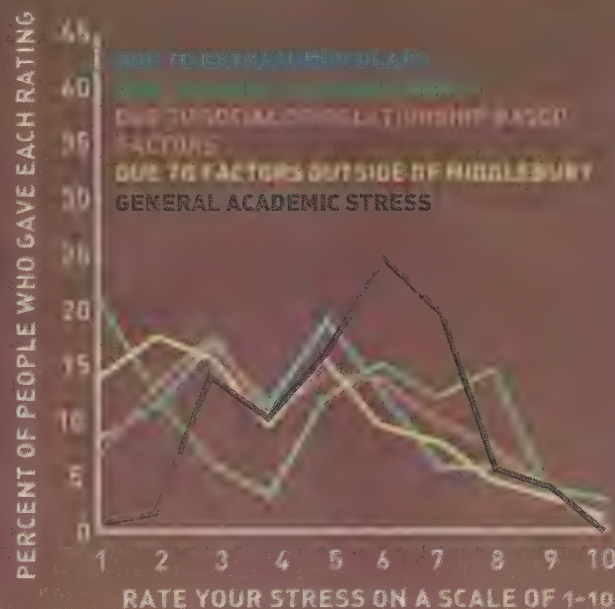
While stress is part and parcel of a rigorous academic experience, it's never really clear when we've pushed past a breaking point. Students for looking resources to deal with their stress should check out Parton Health Center's weekly yoga for stress classes, guided meditation during finals week and online mindfulness resources. Nash also recommends that stressed students speak with a counselor because they will not have to worry about burdening them with their problems unlike family or friends.

"Another great way to deal with stress is to talk about it with someone who is there for the sole purpose of listening," said Nash. "When you talk to a counselor, you don't need to worry about taking care of them. And while a counselor rarely gives advice or offers solutions, they can offer new perspectives that can help you find your own answers and strategies."

For more information about resources to deal with your stress, visit go/parton.

WHEN?

WHAT?



COMPARE & CONTRAST

ARE YOU MORE/LESS/ STRESSED
AS/THAN MOST PEOPLE ON CAMPUS?



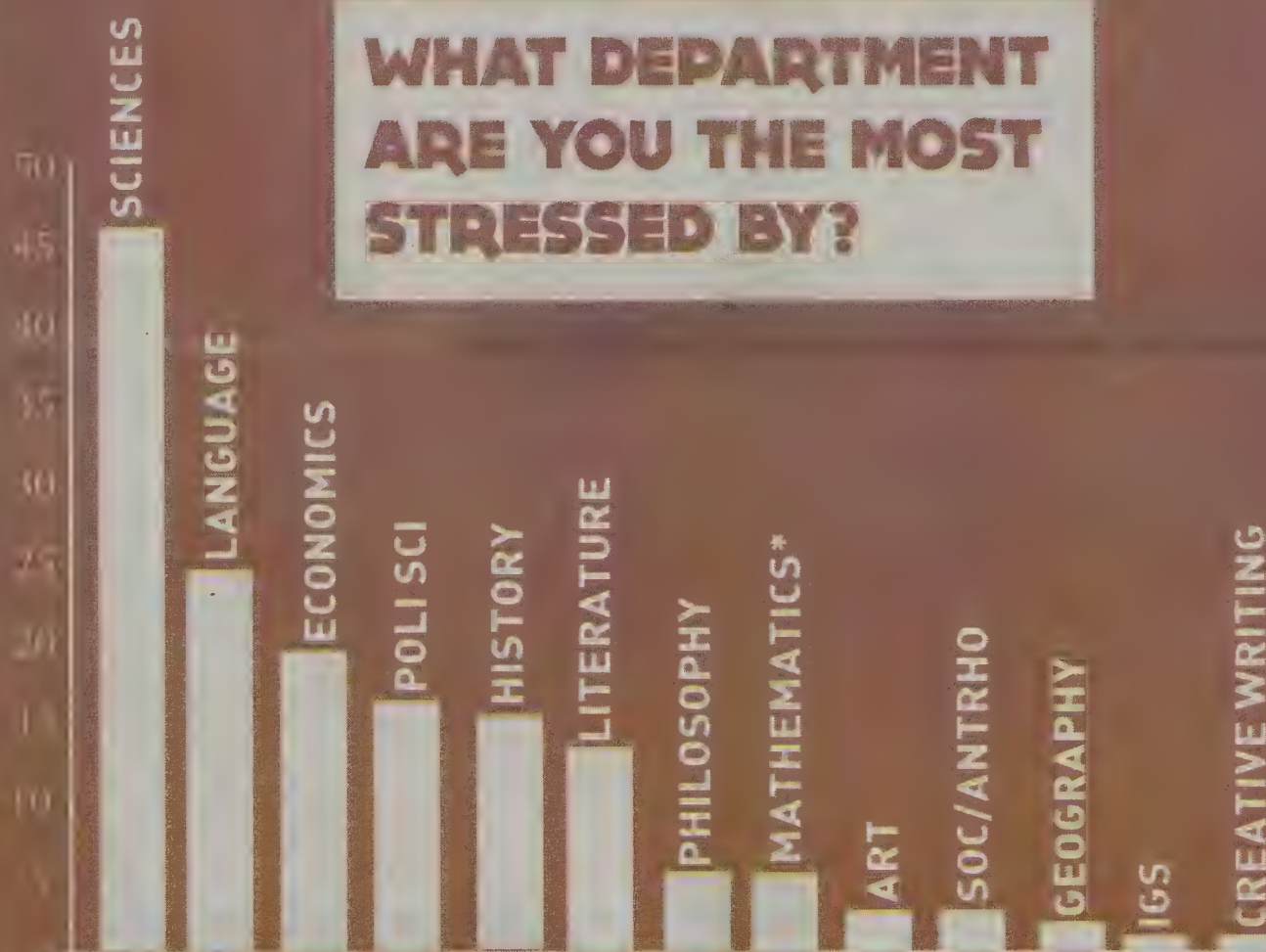
ARE YOU / STRESSED
THAN YOU WERE IN HIGH SCHOOL?



ARE MIDD KIDS / /
STRESSED AS/THAN STUDENTS AT
OTHER COLLEGES?

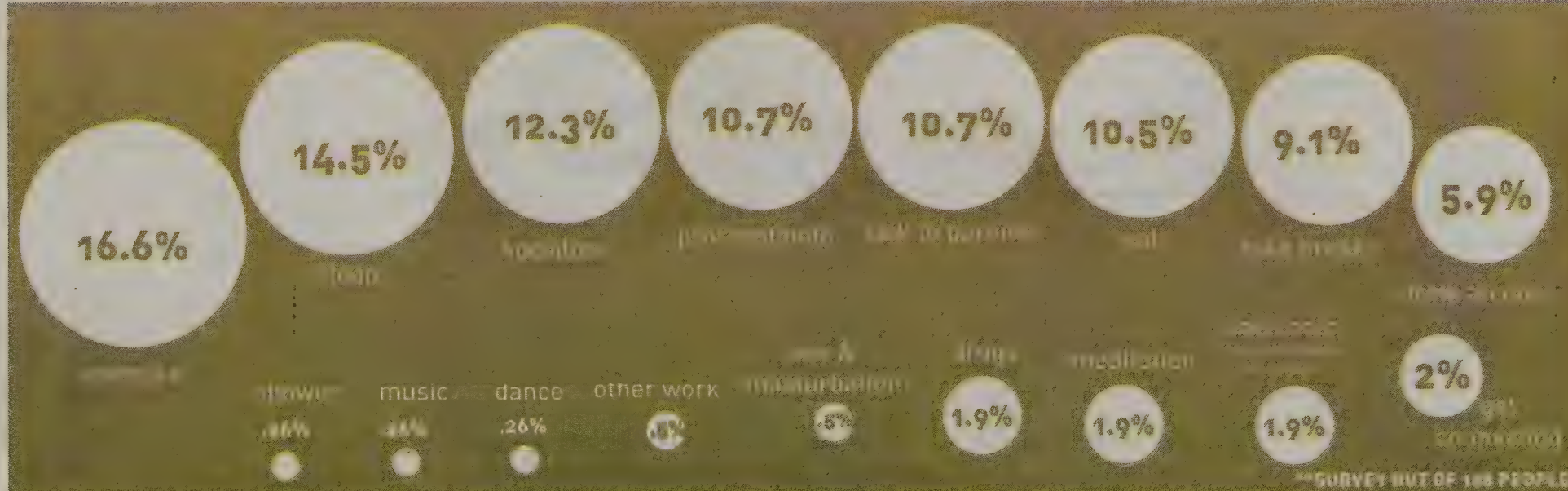


WHAT DEPARTMENT ARE YOU THE MOST STRESSED BY?



*MATH WAS NOT PROVIDED AS AN OPTION, WHICH MAY BE THE REASON IT RECEIVED SO FEW VOTES, DESPITE IT BEING THE MAJOR WITH THE LOWEST AVERAGE GPA

POPULAR STRESS BUSTERS:



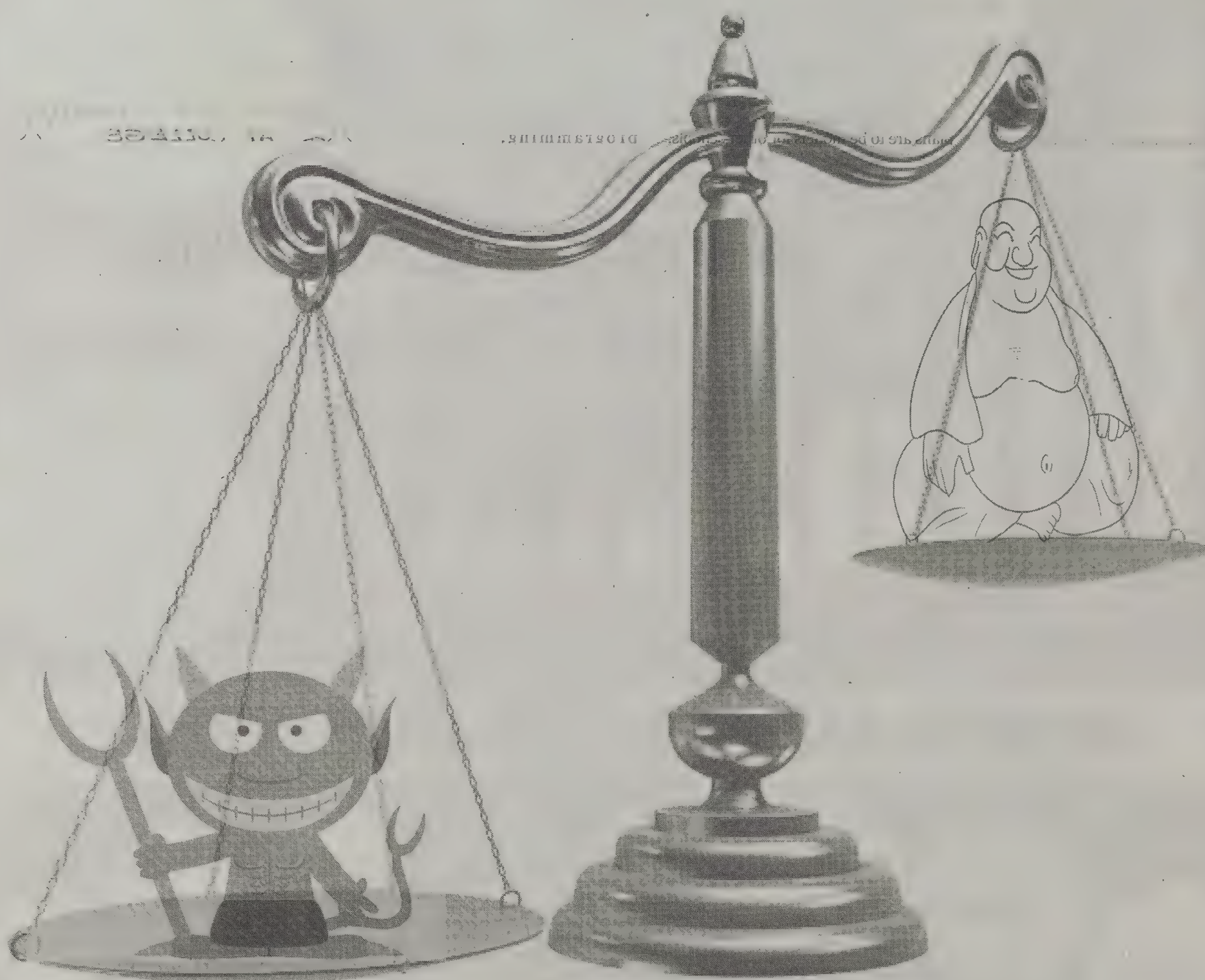
HAVE AN OPINION? WANT TO COMMENT?

The next 8 pages are full of your peers' opinions.

Don't miss out!

Become a columnist for the 2014-2015 year.

SEND AN IDEA TO
CAMPUS@MIDDLEBURY.EDU



A Real Sex Education

Sexual assault on college campuses is making headlines this month as Tufts was found noncompliant with Title IX and the Department of Education released a list of 55 schools currently under investigation, including Amherst, Harvard and Dartmouth. Though many of our peer schools are being investigated, Middlebury was absent from the list. Thanks to the leadership of our Title IX Coordinator, Shirley Collado, as well as Human Relations Officer Sue Ritter and Associate Dean for Judicial

Affairs and Student Life Karen Guttentag, we have robust sexual assault policies, in addition to other anti-discrimination measures, that ensure survivors of sexual assault are granted the everything required by Title IX and more.

Throughout the course of this year, the Campus has written numerous editorials taking a critical look at the way we do things here from physical education requirements to granting credit for internships. Many of these editorials focused on the negative and proposed important changes we thought needed to happen. But in our last set of editorials this year, it is important to recognize the progress we have made on combating sexual assault and raising awareness. This past week has been a dark one for many of our peer institutions, and Middlebury should take pride that we are ahead of the curve.

Although we are compliant, the Federal investigation needs to be a wake up call for everyone; simply being compliant is not good enough. We should use this moment to reflect on our own policies and practices to prevent sexual assault on our campus. We have not had cases that sparked campuswide outrage, as Brown or Amherst have seen over the past few years, but as It Happens Here reminded us in January, sexual assault happens on this campus and we must continue to engage with the issue to support survivors and prevent future instances.

Hiring Barbara McCall as Director of Health and Wellness last summer and launching MiddSafe this year are huge steps in the right direction and go a long way to keep us at the forefront of the fight against sexual assault. The grant we received from the Department of Justice earlier this year is testament to the hard work put in as Middlebury's policies and plans are to be models for other schools.

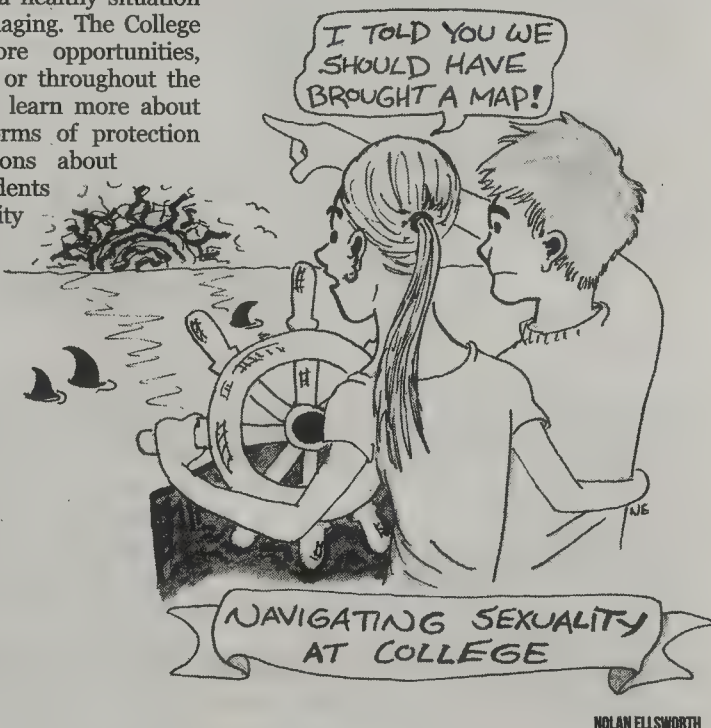
But there are still areas where more can be done, notably orientation, which

MiddSafe has already started rethinking to incorporate more sexual assault prevention programming. For many students, K-12 sex ed looked a lot like the beginning of Mean Girls, with abstinence, pregnancy and STDs dominating the discourse. Many come in with little or no sexual experience, providing a unique opportunity to influence student's approach to sex. In fact, in some ways, college sex ed is even more important than the middle school or ninth grade where for many, sex still seems far away. But currently discussions of sex on campus are often relegated to the back channels of MiddConfesh and most public forums talk about the dangers of sexual assault.

In addition to conversations about consent, we need to promote sex positive dialogue. Just because a situation does not cross the line into being sexual assault does not mean it is a healthy situation or that it is not damaging. The College should provide more opportunities, either in orientation or throughout the year, for students to learn more about sex, from proper forms of protection to frank conversations about pleasure. Helping students navigate sexuality and be properly prepared to have open conversations about sex can help evolve the way we talk about sex on this campus and chip away at rape culture. This needs to come from multiple fronts. McCall has worked hard to implement more sexual education programming, but we also need support from

Parton to help students think about sexual safety without stigma, including questions about sexuality or relationship status.

As we work to graduate students with the "ethical and social qualities essential for leadership," as our mission statement says, we must think about how our students will promote respectful sexual behavior once we graduate. As we have discussed in our conversations about the honor code, what we build here is reflected in our character after Middlebury and we cannot be apathetic about the values we wish to see. Although national attention has been focused on sexual assault on college campuses, date rape does not end once we are handed our diploma. The lessons we learn here, from how to talk about sex to bystander intervention, will remain with us and allow us to commit to being active opponents of sexual violence.



The Middlebury Campus

EDITORIAL BOARD

EDITOR-IN-CHIEF

Kyle Finck

MANAGING EDITOR

Alex Edel

BUSINESS MANAGER

Sydney Larkin

NEWS EDITORS

Emily Singer, Nate Sans, Ellie Reinhardt,

Eliza Teach, Claire Abbadi

OPINIONS EDITORS

Hannah Bristol,

Edward O'Brien, Isaac Baker

SPORTS EDITORS

Alex Morris, Joe MacDonald, Fritz Parker

LOCAL EDITORS

Harry Cramer, Conor Grant

FEATURES EDITORS

Jessica Cheung, Isabelle Stillman,

Emilie Munson

ARTS AND SCIENCE EDITORS

Ben Anderson, Leah Lavigne

PHOTOS EDITORS

Anthea Viragh, Paul Gerard, Rachel Frank,

Michael O'Hara

DESIGN EDITOR

Olivia Allen

CARTOON EDITOR

Nolan Ellsworth

ONLINE EDITORS

Greg Woolston, Maggie Cochrane,

Ellie Alldredge

COPY EDITORS

Dan Bateyko, Sarah Sicular

THE CAMPUS VOICE HOSTS

Ian Stewart, Greta Neubauer

The Opinions pages of The Middlebury Campus provide a forum for constructive and respectful dialogue on substantive issues. With this in mind, The Campus reserves the right to deny publication of all or part of a submission for any reason. This includes, but is not limited to: the making of assertions based on hearsay; the relation of private conversations; the libelous mention of unverifiable events; the use of vulgar language or personal attacks. Any segment of a submitted article that contains any of the aforementioned will be removed before publication. Contributors will be allowed to reference prior articles published in the Opinions section or announcements for the public record. If a reference is made to prior articles, the submission will be considered a letter to the editor. The Campus will not accept or print anonymous letters. The opinions expressed by contributors to the Opinions section, as well as reviews, columns, editorial comics and other commentary, are views of the individual contributors and do not necessarily reflect the opinions of the newspaper. The Campus welcomes letters to the editor at 250 words or less, or opinions submissions at 800 words or less. Submit works directly to the Opinions Editors, Drawer 30, campus@middlebury.edu or via the paper's web site at www.middleburycampus.com. To be considered for publications, submissions must be received by 5 p.m. Sunday. The Campus reserves the right to edit all submissions.

The Middlebury Campus (USPS 556-060), the student newspaper of Middlebury College, is published by The Middlebury Campus Publications. Publication is every Thursday of the academic year, except during official college vacation periods and final examinations. Editorial and business offices are located in Hepburn Hall Annex, Middlebury College. The Middlebury Campus is produced on Apple Macintosh computers using Adobe InDesign CS5 and is printed by the Press Republican in New York. The advertising deadline for all display and classified advertising is 5 p.m. Friday for the following week's issue. Mailing address: The Middlebury Campus, Drawer 30, Middlebury College, Middlebury, Vt., 05753. Business phone: (802) 443-5737. Please address distribution concerns to the Business Director. First class postage paid at Middlebury, Vt., 05753.

DOES THIS PASS THE SMELL TEST?

Have you ever wondered how the College makes its money? It seems straightforward: students in Middlebury and Monterey pay, the College provides education and the transaction is complete. What is missing is another revenue stream that we have recently added, which currently has the potential to either promote our language

EDITORIAL

The editorial represents the official opinion of the editorial board of The Middlebury Campus.

programs and generate much needed revenue or seriously undermine our image as an inclusive and forward-thinking institution for the sake of profit.

The initiative is called Middlebury Interactive Languages (MIL), an online learning program created by K12, Inc. that offers rigorous language prep to grade school students while promoting the College's summer language programs. In 2010, Middlebury invested \$4 million in cash, the summer Middle/High School Summer Academies (MMLA) and the Middlebury mark in exchange for 40 percent ownership of the company. The College hopes to see a return on its investment in the years to come that will help supplement shrinking alumni gifts and support.

On paper, the investment is a smart one — we are promoting our brand, advertising our programs and joining our competitors in the growing and lucrative field of online education. President Liebowitz and the Board of Trustees are smart in realizing that we need to find additional sources of revenue for the College as we move into the future.

However, we know several issues about K12, Inc. have come up over the past few months.

First, we know that there were numerous errors in one of the Latin courses marketed and sold by MIL earlier this

year. The courses were created prior to the joint venture and grandfathered in. It is alarming that there were products being used by consumers who thought they were purchasing a Middlebury product when in fact they were not. Our name was on something that was not up to the College's standards because we did not help create it. While the College says that these errors were investigated, confirmed and fixed in a timely manner, it is troubling that there were multiple linguistic inaccuracies in programs branded with the Middlebury seal. In an age where brand recognition is crucial, we need to be careful that anything we decide to brand as Middlebury — especially languages — is sterling. Moreover, putting our name on a product that is not ours is not only lying to the consumer, but also contrary to the integrity we are trying to perpetuate through our Honor Code.

Additionally, faculty members have brought up serious allegations about K12, Inc. altering content in MIL videos, specifically LGBTQ references, so that these videos could be used by more conservative school boards in Texas. The Administration and MIL vehemently deny all of these claims. During the course of our investigation, we could neither find any evidence confirming or denying this censorship. Short of going through every MIL video for all five languages offered, there is no way to know for sure. In this case, because of the lack of evidence, MIL and the Administration need to be given the benefit of the doubt. But even without the censoring controversy, our arrangement with K12, Inc. does not pass the smell test.

What we do know is that many faculty members — not just a few fringe radicals — feel strongly that MIL has the potential to indelibly hurt the Middlebury brand name. Next week, they are voting

on a motion to sever our relationship with K12, Inc. because their practices "are at odds with the integrity, reputation, and educational mission of the College." Whether or not the vote this coming week is only symbolic — the faculty has no power to cut ties with K12, Inc. — we cannot discount this reaction.

At the end of the day, we need to be extremely careful about what we put our name on. We only get one shot at this, and one mistake could not only irreversibly hurt MIL's image, but also the College as a whole. We have worked hard to become one of the worldwide leaders in language education, and to think that it could be compromised by a company who does not necessarily reflect our values or our commitment to excellence is troublesome.

Unlike many faculty members, we do not think that pulling out of the for-profit education sector altogether or even cutting all ties with K12, Inc. is the right move. What we need is a change of attitude from both the Faculty and the Administration. Faculty, it is time to realize that for-profit, interactive languages is a crucial part of our future at Middlebury. Administration, it is time to stop jamming MIL down the faculty's throats and to take a second to have frank conversation about mistakes that have been made and future plans. At the end of the day, MIL will be better if the faculty is 100 percent behind MIL. We need a united front in order to get this right.

When the faculty and administrators return to campus next fall, we expect them to put aside their difference and move beyond in-fighting. We are facing big decisions, from changing the AAL requirement to revisiting internships for credit, and we expect those in power to rise to the tasks at hand and work to fix the issues that we as a student body are facing.

On Middlebury Interactive Languages (MIL)

READER OPED

Ronald D. Liebowitz
is the President of
Middlebury College.

In recent weeks some faculty colleagues have questioned the College's investment and participation in Middlebury Interactive Languages (MIL). MIL is a for-profit, joint venture created in 2010 by Middlebury and K12 Inc., a Virginia-based company that creates online educational and curricular content for students in grades K-12. Today, approximately 170,000 students learn languages through MIL courses in elementary and secondary schools across the country. For many of these students, these courses provide the only opportunity they have to study a language other than English.

This venture, something new for our institution, raised concerns from the beginning. Colleagues noted that one of the founders of K12 Inc., William Bennett, was a political conservative whom they viewed as hostile to public education. Bennett, however, was long gone from the company by the time we began MIL. Critics also claimed that K12 was aiming to undermine the country's public education system because of its association with charter schools. In fact, MIL's courses, which are taught in 1,200 school districts, are making it possible for public schools to continue offering language courses rather than eliminate them as has happened all too often during the past decade. In addition, many new teaching positions have been created as a result of the adoption of MIL courses.

This past year, MIL alone has hired more than 110 language teachers, certified in multiple states, to teach MIL courses. For example, the state of Delaware asked MIL to hire and train four language teachers (two Spanish, one Chinese, and one French), each of whom teaches in multiple schools across the state. For the coming year, Delaware will expand its MIL offerings, which will require the hiring of two additional Spanish teachers. The city of Baltimore, which has contracted this year to use MIL courses, will offer Spanish in ten elementary schools this Fall, and then in all of its elementary schools the next year. The city is hiring new teachers to teach across the 10 schools. And here in Vermont, Weybridge hired a Spanish teacher a couple of years ago to teach the MIL Spanish elementary course, and that teacher now offers Spanish in neighboring elementary schools where MIL is used as an after school program.

The latest round of criticism arose earlier this year after a high school Latin teacher contacted the chair of our Classics Department, Professor Marc

Witkin, and noted that a course sold by MIL (but developed by a predecessor company) contained a number of errors, and could be misunderstood to say that the course was developed by Middlebury faculty. Understandably, Professor Witkin found this disturbing. He brought this to my attention and to the attention of others and I thank him for that. The management team at MIL acted quickly: it notified those taking the Latin course of the errors in the course, corrected them, and clarified in its marketing materials that the Latin courses were not developed in partnership with Middlebury or by Middlebury Classics faculty.

I believe MIL acted appropriately and we have put new controls in place to help prevent similar issues in the future. Though Middlebury is a "minority" partner in this collaboration (it owns 40 percent of the company), all new course development has been done by a Middlebury development team, with full authority over the content. This control is a non-negotiable requirement for Middlebury to continue in the venture, as the institution is keenly aware of the need to protect its reputation.

The incident with the Latin course opened the door for those who opposed the MIL venture to propose we sever ties with K12 Inc. and end the venture. Unfortunately, they have chosen to do so by putting forth a narrative that neither provides a full context nor aligns with the facts. A proposed, non-binding faculty motion calling on Middlebury to sever the relationship with K12 Inc. suggests that MIL censored curriculum content to satisfy the Texas Board of Education or other unnamed entities. This is a misleading claim. MIL ultimately decided not to use some raw footage it shot for the French and Spanish courses that showed people smoking and drinking alcohol. Such scenes were in the authentic videos shot on site as the courses were in the development process, but were never included in the courses themselves. It was understood that elementary and secondary schools (and parents) would not want to encourage those activities by having them in pre-college textbooks or courses. This strikes me as a sensible decision that hardly rises to the level of censorship.

More to the point, perhaps, is the criticism raised about the exclusionary nature of MIL's course content; colleagues have objected to how same-sex couples and non-traditional families were excluded from MIL courses. This is largely true, and the MIL development team, led by Middlebury Professor of Linguistics and MIL Chief Learning Officer Aline Germain-Rutherford, has already begun to work on guidelines

for a greater inclusion of lesser represented groups in future MIL courses. The team will follow guidelines established by state boards of education, including California, many of which now encourage and even require greater representation of diverse populations in K-12 textbooks and course materials.

Ironically, MIL courses today include greater diversity and are more inclusive of a range of family structures and multicultural perspectives than the course materials used in most, if not all, of the College's introductory language courses.

Perhaps lost in the criticism, and what should certainly be of interest to all of us, is the positive reviews of MIL

course from students, teachers, administrators, and independent researchers at Johns Hopkins University. In a comprehensive study released last year, researchers judged MIL courses to be among the best available of their kind.

It is worth restating the reasons why Middlebury entered into this venture:

• First, we seek to retain our leadership in language teaching, which began 100 years ago with the founding of the Middlebury summer intensive Language Schools and their distinctive approach to language learning. To achieve this goal, we need to experiment with new pedagogies, including online learning. We purposely pursued experimenting outside the "college educational space" so as not to interfere with the traditional pedagogies at the College or confuse MIL's mission with the College's. MIL has contributed much to our understanding of what works and does not work with online courses in foreign language teaching and learning, and continues to represent a valuable and cost-effective research and development ("R&D") vehicle.

• Second, we believed it was important that, as leaders in language instruction, we expand access to language education for pre-college students. The United States continues to lag behind much of the world in language education, and recent cuts to public school budgets have affected the teaching of languages disproportionately: foreign language courses are among the first to be eliminated when budgets need to be trimmed. MIL has the potential to increase access to language education for many students across the country, and has already done that. While little of what we learn might find its way back to our residential liberal arts curriculum, there is no doubt that online learning will soon complement our Language Schools intensive summer curriculum, our Bread Loaf School of English curriculum, and a number of degree programs at the Monterey Institute of In-

ternational Studies.

• Third, we recognized that this venture was an opportunity for Middlebury to develop new revenue sources that would help us sustain our commitment to need-blind admissions, increasing our student body's socioeconomic diversity through greater financial aid, small class sizes, and competitive salaries to attract and retain an excellent faculty and staff. We can no longer count on annual tuition increases to generate the resources needed to achieve all these goals, and so if MIL ultimately provides revenue to the institution, it will help us preserve what we value most in our residential liberal arts program.

We chose to partner with K12 Inc.

"Pursuing online education with a partner in the pre-college educational space, though beyond the traditional mission of our undergraduate college, has allowed us to experiment, learn, and, hopefully, remain in the forefront of language education for the foreseeable future."

due to its experience in creating online pre-college courses successfully in disciplines outside the foreign languages. We knew we could not launch courses independently, as we needed the

technological experience and scale to allow for course development and meaningful student and course assessment. Our \$4 million investment in MIL, for which we received a 40-percent share of the company, was an investment from our endowment and has no effect on our annual operating budget.

Middlebury's long record of innovation and experimentation has frequently been questioned by those comfortable with the status quo. This was true in 1915 when the first summer Language School was founded here at Middlebury by a German professor from Vassar College. The Middlebury faculty opposed the idea, arguing that such a program had no place on the Middlebury campus. It was not part of the Middlebury mission, many argued. Thankfully, President John Thomas went ahead with the creation of the Language Schools despite the opposition. Thomas recognized the risks, but also saw the possible long-term rewards from what was then a novel and new way to teach languages and culture.

One hundred years later, there is no doubt that everyone who has studied at Middlebury, whether in the summer at the intensive Language Schools, or here as an undergraduate student, has benefited from the leadership in language education the Schools have brought to the College. Likewise, pursuing online education with a partner in the pre-college educational space, though beyond the traditional mission of our undergraduate college, has allowed us to experiment, learn, and, hopefully, remain in the forefront of language education for the foreseeable future. Such leadership for a liberal arts institution is rare, and we should neither take it for granted nor rest on our past accomplishments.

Ronald D. Liebowitz

**HAVE AN OPINION?
WEIGH IN TODAY**

**VOICE YOUR OPINION @ MIDDLEBURYCAMPUS.COM
OR SEND AN OP-ED OR LETTER TO THE EDITOR TO
CAMPUS@MIDDLEBURY.EDU**

Who Are You?

THE UNPOPULAR OPINION

Andrew DeFalco '15.5 is from Boston, Mass.

I am sure we are familiar with the resounding voice of Roger Daltrey screaming out the words "Who are you?" in the smash hit by The Who that bears the same name as the lyric. While I have listened to Daltrey sing this over Townshend's guitar riffs for years, only recently have I

actually taken the time to answer his question. Now just as Daltrey asked us I am asking you Middlebury, who are you?

I am sure when you toured the campus or went to an information session or got those incredibly annoying pamphlets in the mail, Middlebury claimed to know exactly what it was. Why it's so simple! We are a small liberal arts college in northern Vermont. We are really good at languages and environmental science. Robert Frost hung out here for a little bit and we take credit for Alexander Twilight and the food is free. Oh, and Bihall is pretty nice.

This is my bias: I love Middlebury. It was not always the case, but I can say it with full certainty now. However, I cannot help feeling a little deceived by the message sold to me three years ago. I find myself often questioned on the merits of liberal arts and unable to provide an adequate response. In an age where technical and specific knowledge seems to be more employable, what use is a liberal arts edu-

cation? Well I am not sure. I guess we take classes in some different areas to get a few requirements. That is enough to claim liberal arts status right?

Our identity as a liberal arts institution has changed. The liberal arts are not what they were. Leo Strauss defined liberal education as, "...the counterpoison to mass culture, to the corroding effects of mass culture, to its inherent tendency to produce nothing but specialists without spirit or vision and voluptuaries without heart." I want to believe Leo Strauss and more and more I believe his perspective is one we should aspire to, yet often fail in our conversations on campus. Our identity as a place of liberal education needs an update for a changing world or at the very least a reaffirmation of some kind.

Yes, we have lost our way somewhat. We take the bare minimum outside our respective majors/minors and it seems few of us identify as students of the liberal arts rather than students of our given discipline. A liberal education has to be something more, something still relevant in a modern age. We do not have the technical facilities or faculties of many of our peer institutions, so what do we offer in its place? What tangible skills do we gain from the liberal arts that make us identifiable as products of a liberal education?

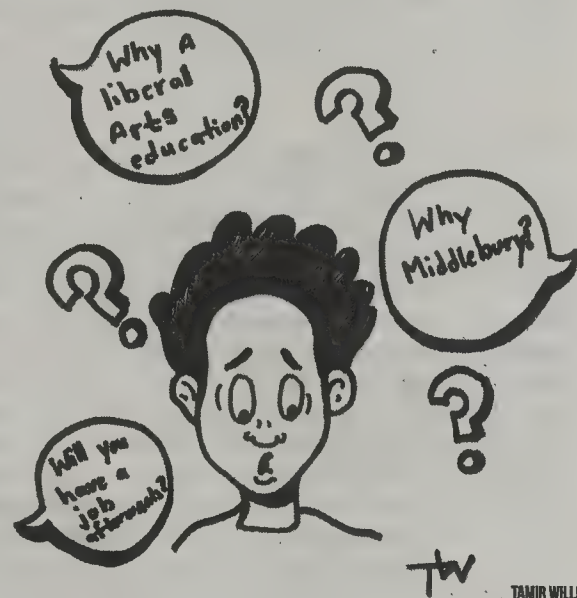
We will never be experts in one very specific thing. That has never been the focus of a liberal education. However, we can perfect a broader more applicable skill that unites all disciplines. That skill is of course

communication. If there is anything we should pride ourselves on, it should be our expertise in not only written argument, but verbal debate as well. The quintessential student of the liberal arts should not be recognizable by the degree on their wall, but by their skill as negotiators, mediators, diplomats and the very best debaters. So, when you are sitting at an awkward dinner party and someone whose had too many drinks questions the value of a liberal education, we can actively convince them that we do possess a certain tangible set of skills.

Persuasion and well reasoned argument has not been our forte lately, Middlebury. It seems of late not only has our academic ideology revolved around competition but also our debates outside the classroom. Our conversations have not been filled with well-reasoned debate. Instead we have opted to bash our opponents over the head with blunt ideology or simply ignore them. We have taken the easy road in the hopes of preserving a sense of elitism, a sense of infallibility that should be revolting to any student of the liberal arts. We should be better than that. We should take pride not in how stubbornly we hold to our given views but in the

confidence that we have listened to argument and arrived at what we believe to be the best possible perspective.

Liberal education has never been for everyone. It takes a certain type of personality, a certain openness of character perhaps. We signed up for a liberal education whether we like it or not. We should count ourselves lucky, we get to define the liberal arts for the future. It will be us who decides how liberal education remains relevant in a rapidly changing world. So when The Who asks us, "Who are you?" we will have a good answer.



Learning From Hazing

It has been over three and a half years since the day when the women's swimming and diving team was told that due to hazing allegations, the 2010-2011 season would be cancelled for all upper-classmen girls. We were two weeks from championships.

NOTES FROM THE DESK

Alex Edel '14 is the Managing Editor from Pacific Palisades, Calif.

I was sitting in the stands as Coach Solomon delivered the information: I was a first-year. I had been hazed. I had been interrogated by public safety. And now I had to decide with the 12 other first-year girls whether we were going to continue on with our season despite the upperclassmen ban.

I'll never forget the frustration, the tears and the overall strength it took our class to come to a decision. If we didn't go, the rumors would spread like wildfire, Middlebury's absence at the NESCAC championship would leave a huge gap, a hole that we would have to work to fill for the rest of our time at Middlebury. If we decided to go, all of the upperclassmen would have to look on from the sidelines, even those that were not actively engaged in the hazing events.

Needless to say the events of my first winter here defined my time at Middlebury. While I was not personally offended by the hazing, members of the team were. And no matter what anyone says, it was hazing. Period.

We ended up going to the meet, and the thirteen first-year grew extremely close. While some of the other grades were strained by the stress of it all, our class grew closer and we remain close today.

My best friends are swimmers and leading the team this year along with all of my fellow seniors has been an honor. I love the sport of swimming, despite the hazing, despite losing the coach that recruited me and despite the drama of the situation. Part of the reason I kept going was because I was always with my best friends and felt pride and responsibility for the underclassmen. I would never wish on them the type of experience we went through in the weeks after

the hazing incident, and have worked to ensure that the women on the team are aware of the consequences of our actions, and to be aware not only of your friends' feelings, but every single person on the team.

This year we placed third in the NESCAC championships for the first time since I've been here. It was one of the proudest moments of my time at Middlebury. It signaled the strength of our athleticism and the hard training we put in. More than that though, NESCACs was really fun. I personally swam badly. Normally this would mean that the meet would drag on and I couldn't wait to get on the bus to go home. However, with each good swim of a teammate, I had fun and experienced joy and pride that made the meet so enjoyable — I didn't want it to end.

I realized at the end of the meet that this is what it meant to be a team. A team is not brought together by hazing or traditions. A team is brought together through hard work, through friendships and through a general pride in oneself and ones teammates.

When the class of 2014 graduates, the memory of the hazing graduates with us. The emotions and events that took place now leave the college. However, in our wake, I only hope that the spirit of what it means to be a team is what is left behind. The lessons of our experience should not be forgotten, but even more than that the lessons from this season, the lessons of what it really means to be competitive athletes and amazing friends should be remembered.

In my final column for the *Campus*, I leave everyone here at the College with the following advice. It's quite simple. Don't haze; build trust through friendship and understanding. It is more rewarding and meaningful. The bonds I have built through friendship and understanding made my time at Middlebury amazing and will continue to grow even after I leave this place.

To my team; thank you for the most incredible years. To everyone else; remember what is most important in life — trust, understanding and respect — and I'm sure you can also build friendships that will last a lifetime.

CIVIC ENVIRONMENTAL ENGAGEMENT

In the two years I've been writing this column, I've tried to minimize the chances that it might come off as just a repository for spewed sermons, and tried to focus more on the reporting responsibilities associated with editorial work. However, this is my last column in this wonderful paper, and I'll be graduating soon; if I said I didn't feel entitled to some room to wax twenty-something, I wouldn't quite be speaking frankly. It troubles me that lately I feel I've been neglecting the ES side of me.

I transferred to Middlebury for the Environmental Studies program. I didn't know this place existed until I read a book by Schumann Distinguished Scholar Bill McKibben for a course at another institution. I came here thinking I wanted to do environmental law, and that's not the case anymore. I've spent both my summers in Middlebury working in the Sustainability Integration Office, and most of my closest friends here are ES majors. Yet for a lot of this semester, I had a hard time identifying as an Environmental Studies student at Middlebury even though this was the most ES-heavy semester I've had in three years here. The think the problem was preoccupation with another part of my life — one I had always seen as a compliment to my ES work, but had come to take over pretty much most of my time and energy.

There came a point however, where I came to realize that I had lost sight of what had meant most to me about my involvement with the ES program here and what brought me to Middlebury: the community. If there's one thing that might count as something like the backbone of this school's character, it's our Environmental Studies program, and that's precisely because of the extent to which the people who constituted to the good of community, and service to it. There's a sense in which I think it's simply the nature of the discipline — being concerned for the environment at least in some minimal way entails being concerned for something or someone outside the self. But the fact that Hillcrest is home to an ES program and not an ES department might at least lend support to an alternative explanation; does the interdisciplinarity give a way to argue that it could be the simple strength of our own community here that makes it dynamic? There's probably some truth in both.

I've come to learn quite a bit about the world from the ES path I took — frustration usually only came from learning something about the way in which we've struggled to find solutions to environmental problems, or when decision-making fails. But the program succeeds in all the ways it does because it's internalized its mission, to offer practical knowledge used to find solutions to practical problems. I don't mean to say I took that for granted in some of my time here, but it often wasn't always at the forefront of my own vision. Every now and then, I think we forget about how pressing of a matter it is that those actions get fixed. I know I have.

GREEN PIECE
Julian Macrone '14 is from Clifton, N.J.

The whole point of a liberal arts education with a focus on the environment is to see the cause and effects of our actions, and how those actions can do less harm or mitigate any bit of it or maybe even do some good. Middlebury's got some big decisions to make judgment calls on in the coming years. Whether it's divestment, local food, local hydrocarbons, carbon neutrality or whatever other new problems the College finds itself in two, three, four, five years from now, it will have an opportunity to make a decision that can do some good for some community somewhere. I won't have the chance to spend any more time working on solutions to these specific problems, but maybe there's the chance out there in the real world to affect some real structural, institutional change (or maybe I'll just have my wallet hold on to potential donations). In any case, I know it's easy for an entity to get caught up in its own workings, but sometimes the community can clear some questions up for the self.

And sometimes, the commands the community makes force some more good out us. The College would do well to look to the people who care the most about that community for advice every now and then. The most beautiful part about this place is its ability to continually attract so many passionate young individuals committed to making change in the world. There's little doubt in my mind that there will always be members of this community to do all it whatever it may take to make that happen — they'll certainly have people to learn from.

Advice Column, Volume Two: The Poker Game of Life

Straight
This is what you go through, the thumbing through the hand of cards to see what you've got and what you can do with your hand. You're gonna get sadness in spades. I've seen enough boys walking bulldogs on ropes and Global Health girl Facebook photos of unvaccinated children in Cambodia and *New York Times* notifications buzzing on my phone at 4 a.m. telling me about 200 abducted girls and trailers for movies about pretty people with cancer and heard enough rape jokes and hiccupy laughs from genuine alcoholics and read enough Buzzfeed lists and terrible poetry to know that the crumminess out there is endless.

FAKE SCIENCE

Eliza Wallace '14 is from Shepherdstown, W. Va.

Flush

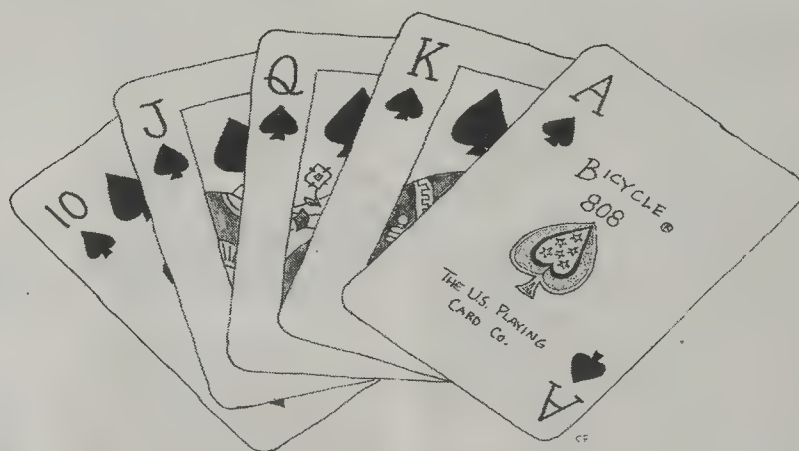
The very first piece of advice my mother gave me when we were on the road towards Middlebury (with faint urgency and hysteria in her voice because she was realizing the length of the list of life lessons she had forgotten to teach me including how to shoot a gun and how to operate a chainsaw) was "don't get involved with a professor." Holds up, I hear. But you should get in with a professor. Find your mentor, your expert, your spirit guide. You can have more than one. I have developed almost irrational loyalty towards professors on this campus, probably unbeknownst to them. Screw course evaluations. Go into that person's office hours and talk to them. Write them a thank you note at the end of the semester. Figure out a research project that they would be jazzed to advise. Learn how to navigate a professional collaboration. It's cliché to cry in a professor's office. Do it anyway if you feel like it. Some of them will blink at you calmly and think about how many more papers they have to grade before they get to go home to a six-pack of Longtrail. That's what I'd do if I were a professor.

I sat in Timi Mayer's office at the end of my sophomore spring and said, "I can't do anything for anyone else in this world. Why do you keep doing this? What's the point?" I was crying like a chump. I saw her whole face soften. "All I can do is teach," she said. "All I can do is try to make students think. Critically think." I knew this already. I knew why I was kicking my own ass, bending over backwards for seemingly little payoff and a pile of debt to get myself a liberal arts education. I know I am not worthless, that I have something to offer, that I am not yet a broken person. But I often need someone other than my paid therapist (who I absolutely do not believe

for a second) to tell me to my face. Those moments of rhetorical validation, between you and the professor you respect? Irreplaceable. Don't write that paper so that your professor gives you grade A. Write it so you can stretch your fingers and toes as far as they reach from your body, so that your professor can see that you are not just college student, you are a person who is trying, a person at work.

Three-of-a-Kind

Isn't it funny how often this pricey (we/I love to talk about \$\$\$) experience often feels just so cut-rate? Like at the end of a paper or a party, I feel post-coital but still unfulfilled? When my mother comes



CHARLOTTE FAIRLESS

here she walks around campus, re-upholstered in new grass and spotless branding and sighs in jealousy. I am never going to have this place and time again, this bargain brand form of adult lite stocking a country club bathroom, these rooms of rampant, brambled, fumbling gecko children all squawking for attention or fetal positioning to disappear. I am trying to see the beauty in the final lo-fi montage of belly buttons and blinking cursors and coffee breath and dorm room bed flops and Proctor oatmeal. Somehow try to remember, even if this seems like a disappointing Woody Allen film times racism times rape culture divided by old-fashioned animal cruelty projected on the shiny carapace of the self you thought you were going to be (an extra in the movie adaptation of the sequel to your life) that it's also the soft carousel of your friend taking all the dishes to the conveyor belt or solidarity in the basement of the film lab at 3 a.m. or the Gampitheater with a vase of lilacs and strawberries and OutKast playing from an iPhone for a birthday breakfast or an entire discussion class gaining fast on a desert mirage called cultural collective memory.

Full House

When it's the first snow I sit in Johnson Memorial Building's lounge, and stare up at the skylight in the honey-wood ceiling. Proctor Booth room is best before 9 a.m., soundtracked to VPR Classical and water with lemon. There is an ice cream machine on the sixth floor of Bi Hall as well as the greenhouse. Go there in the dead of winter for oxygen and chlorophyll and chipwiches. I was once told that you can get inside the organ chamber in Mead Chapel through a little door, though I have never tried it. You have to be in the library very early if you want to claim the SSR (Secret Study Room) in the back right corner on the ground floor. Sama's has the cheapest coffee. Use the Bike Shop. Hillcrest

air feels like the Fiji water of airs. Use the outhouse in the Organic Garden. Use the craft supplies in the Crest Room. Sleep on as many couches as possible. The first time I saw Facilities edging all the sidewalks, I just stared and stared. That is a crazy thing, to edge all these sidewalks! That is a beautiful, insane task! Admire the edged sidewalks. There are a lot of things happening "behind the scenes." Figure out what they are.

Four-of-a-Kind

Here's a good game to play: search your email inbox for instances of the word "stressed" or "panic attack." You'll realize you've been here before. Some selections from a four-year stint:

December 2013: And maybe I'm just writhe-ing and circular-stress-thinking more than usual because 40 assorted pages due by Thursday will not get done and definitely not ease the minds of people who I think I've let down and betrayed because they maybe saw potential in me and I am systematically failing them or "not enough sleep and too many drugs"

May 2013: My harddrive crashed! I

am back from sea which was nice but I am dumped back into stressland again because today as I got in on the night bus, I came down with a miserable fever. Ideal. And everyone is gone on spring break except for my one roommate who was tripping balls all day in my house on LSD while I lay in bed and shivered to the tempo of Pink Floyd or whatever

December 2012: wildly frustrated on verge of tears and hyperventilation in the GIS lab, no can do.

September 2012: i almost had a mini panic attack and then on my way home i stopped off at weybridge to say hi to bekah and on the way there i saw a sad bro chasing after a very unrelenting and prim girl who was stalking away angrily and he was calling and calling "Louisa! Louisa!!!! WAIT PLEASE DON'T RUN AWAY FROM ME!" and it was quite tragic.

March 2011: i skipped class today to work on the three essays i have due tomorrow. IM SO STRESSED. I NEED THIS TO BE ENDING. nose to the grindstone until fri...here we go.

September 2010: I almost have a panic attack every day just thinking about how much amazing stuff is offered here and that it is not humanly possible to take advantage of it all in just four years.

Hang in there, lil' buddy. You're gonna be fine.

Straight Flush

My friend Bekah brought this term into my life: "Big Feelings." She stole it from one of her friends in Seattle who works at a preschool with little kids, many of whom have been abused or neglected. When the kids are experiencing an overwhelming emotion-cloud of feelings they can't process, understand or deal with in an effective or socially great way (good or bad)... they call that having Big Feelings. Your Big Feelings are valid, and you don't have to answer to anyone. No one ever has to ruin everything, not even me. Some things you can just enjoy and let run through your hair like Moroccan oil and pour into your heart of Spring Breakerz embers and spread and fizz like a mimosa.

Royal Flush

I rediscovered my mother's other classic piece of advice when I was playing that email inbox game earlier — in response to some minor crisis, she wrote back: "You should, as I still like to say, put your hair in a pony tail, splash cold water on your face and get real."

Change the Post Grad Move-Out Policy

READER OPED

Emily Singer '14 is a News Editor from Harrison, N.Y.

the past four years. I've spent a good amount of time thinking about the past and the ways that it will prepare me for the future, or at least shape my future, because feign it as we may, I don't think that anyone is really prepared for "the real world." To be honest, I have enough trouble thinking of myself as a "real adult," let alone someone who will (someday) have a job.

I've seen Middlebury change a lot in the past four years, for better and for worse. Some of it may come from the dissolution of naiveté and a heightened awareness of the goings-on at the College as I grew more comfortable here, but much of it is real change. The College will continue its natural evolution and changes will continue to occur, especially with the resignation of President Liebowitz and the restructuring of the Board of Trustees. As a person who has been a part of the Middlebury College community for the past four years, and as a person who has noticed change,

here is an easy change that I would like to see before my five-year reunion:

Change the post-Commencement move-out policy. The College mandates that all students are moved out of their dorm rooms by 11:00 p.m. on the night of graduation. The reason for which is that the rooms need to be prepped for Reunion Weekend. This policy is not only unnecessary, but also dangerous. Middlebury has a tradition in which graduating seniors stay up all night before graduation as a final hurrah and a last-ditch effort to make our last night as students last as long as it possibly can. Then comes Commencement, where emotional instability and denial set in. To ask sleep-deprived, emotionally distraught graduates to move out of their rooms and drive home in such a volatile state puts students' lives in danger. I've heard horror stories of friends pulling over at truck stops in the middle of the night after graduation to sleep for an hour or two before continuing the long drive home. It's a dangerous policy and it needs to change before a fatal accident forces the College to change it. Asking students to move out by 9 a.m. the day after Commencement will provide ample time for rooms to be prepared for Reunion Weekend. Let's face it, custodial isn't going to start cleaning dorm rooms at 11 p.m. on a Sunday night. Will starting

to clean at noon on Monday make that much of a difference? Providing students with the option to stay overnight after Commencement will ensure that newly-minted college grads are better rested, less emotional and more alert when driving home.

There are other changes I'd like to see made, of course — more transpar-

"The post-graduation move-out date should be a no-brainer. It's an extension of less than 24 hours, and a change that shouldn't have to wind its way through a bureaucratic maze."

ent communication between students and administrators, faculty and staff; less predictable meal rotations in the dining halls; internships for credit; AAL reform; a stronger alumni network; less student apathy; a stronger and more active Commons System; better support and communication between the College and its schools abroad while students are studying abroad.

But those are broader changes that will take more time and require jumping through hoops and meetings, debates and open forums. They're changes that will improve the "Middlebury Experience" and make our already-pretty-incredible college even better. The post-

graduation move-out date, however, should be a no-brainer. It's an extension of less than 24 hours, and a change that shouldn't have to wind its way through a bureaucratic maze.

In two and a half weeks I will be an alumna of Middlebury College. In the last four years, I've showed that I care about Middlebury by participating in the community and taking advantage of opportunities presented to me. Middlebury, too, has displayed a level of care for its student body by feeding us each day, ensuring our safety and providing us with courses to challenge and stimulate us intellectually. That level of care does not need to end 12 hours after graduation, at the moment we become alumni.

So, Middlebury, before you send your new graduates their first postcards asking for a donation to the College, do what you can to ensure that they arrive home safely. We cannot and should not wait to change this policy until a life filled with infinite potential gets cut short. Reunion Weekend preparation can wait.

No Contest? Not No Problem

READER OPED

Nathan LaBarba '14 is from Oakland, N.J.

We have a lot of problems on this campus. There are a lot of issues that keep people up at night, issues that people believe need to be solved in order to make life here better for everyone. We are too racially segregated. We sexually assault one another. We need to divest. We need a multicultural center. We drink water out of bowls. I could not agree more with these sentiments, and I love student activism. Unfortunately, what many students do not understand is that we have a wonderful, effective and abysmally underutilized tool for enacting effective change: the Student Government Association.

For those who aren't sure, the SGA is an elected body of student representatives (senators) working in conjunction with a group of students appointed by the student-elected President to serve certain functions (alumni relations, athletic relations, LIS-relations, etc.). In the eyes of the College Administration, these elected senators act as the voice of their respective constituencies. That means that if a senator votes for something, the administration draws the implication that at least a simple majority of the members of that constituency also support what that senator has voted for.

People complain that the SGA doesn't get anything done. I would take serious issue with this misconception. Since 2010, the SGA is directly responsible for MidView, the implementation of Pass/Fail, the YouPower spin room, pointed but failed efforts to achieve academic credit for summer internships, ice-skate rentals, the new cafes in BiHall and the CFA, the arts space in the Crest Room, decreases to our

parking fines, a recent, faculty-supported effort to reform the AAL requirement, and much more. None of this would have happened without the SGA. That's a fact.

I have heard a lot more complaints as well. The SGA is too white. It's too rich. It spends more time dealing with its proceedings than its pronouncements. It's full of people who "aren't cool" or who are "out of touch". That I agree with some of these claims and disagree with others is beside the point. This is not a defense of the SGA. It's a call to arms.

When I ran for President in Spring 2013, Ms. Liddell crushed me in the votes. I was sad at first, but Rachel has done an absolutely unbelievable job, better than I ever would have been able to do. I remember a big sticking point during election season was how exciting it would be to have a female SGA President. We hadn't had one in ten years! I agree. It was an excellent move for our student body — electing a female SGA President.

This year, one person ran. A white man from Massachusetts. Unopposed. He could have received one vote, from himself, and then assumed his position with exactly as much political legitimacy as Rachel Liddell did last year. That's not the SGA's fault. That is solely, exclusively, lamentably the fault of the student body.

I'm not a big time social activist, although I support those who are. I like small changes. I want dishes in the dining halls, better food, better knowledge of our classes before we take them, better financial aid. Simple stuff. I have been on the SGA for four years and I've worked hard to do my part to listen to my peers and do what little I, as one person, have been able to do to meet their interests. Sometimes I have succeeded, and sometimes I have failed, but at least I have tried.

This year, in 10 elections for voting po-

sitions on the SGA Senate, there was ONE competitive election: for sophomore senator. We had ten winners and one loser. At the same time, we have rampant dialogue taking place, often anonymously, on platforms such as Midd Confessional, midbeat, the Campus, and beyond the green about contentious issues. Certainly, there are cultural and social problems here that are beyond the scope of the SGA to change. There are so many students here who want, nay, demand, change, but who refuse to engage with the most powerful change-making implement that we have created for ourselves. This is counterproductive and pernicious behavior.

I have sat in on the SGA and witnessed ten-minute debates about whether or not we have followed proper election procedures. I am sick of wasting time on issues like this. People that are aggravated that this is "all the SGA does" would serve themselves better by running for office and bringing more spirited, controversial, impassioned voices to the floor.

Where is the Brainerd Senator that tirelessly pushes divestment legislation until, with the voice of the entire student body behind her, the administration is forced to listen? Where is the Junior Senator that thinks sexual violators or academic cheaters should be expelled after one strike? Where is the President who thinks all student organizations' budgets should be cut by 10% to raise enough money for the construction of a new multicultural center on campus?

The SGA is a powerful tool. To try to get more people in-

involved, I have brought the Competitive Elections Act to the Senate floor. This is an amendment to the Elections Procedures of the SGA bylaws that gives students, after the manifestation of uncontested elections, additional time to decide whether or not they are interested in seeking office before the candidates are finalized. There are few things more destructive to accurate representation of student views than uncontested SGA elections.

Run for office. Or don't. Every student is entitled to bring bills to the Senate floor, and every Sunday our 7 pm meeting is open to the public. Only those who are elected get a vote, though. And a vote is a powerful tool.



JENA RITCHIEY

Why Donating Matters

In the Campus on April 24, we read an op-ed written by Hannah Bristol describing her experience with the senior class gift and the fund-

READER OPED

Written on behalf of the Senior Committee

raising methods being used. As Senior Committee members, this article was a great learning opportunity for us, and we would like to take a brief moment to respond.

The Class of 2014 & 2014.5 Scholarship Fund has the ability to change an incoming student's life. As a committee, we believe supporting this student is a great way for us to create unity as a class while giving another student a chance to experience all that Middlebury has to offer. This gift is about a cumulative effort that we can make as seniors.

Through our fundraising efforts we have found that some members of our class do not feel inclined to give for a variety of reasons. As a committee, our job is not to convince you to give, our job is to make the case for giving, and hopefully inspire you to give; but giving is a personal, voluntary choice. That being said, we would like to address

some of those reasons and clear up any ambiguity or confusion.

1. Your gift matters.

Our goal for the scholarship fund is to raise a total of \$10,000. This is a big number! In our experience we found that if we went around saying "We want to raise \$10,000!" many people would be too overwhelmed by the amount to even give. Although it might be easy to believe a donation of \$20.14, \$15, \$10 or even \$5 might not make a difference, it does. Gifts of \$21 or less to the fund have totaled over \$3,000! With over 600 students in our class, your combined donations lead us closer and closer to passing our goal.

Our gifts towards the scholarship fund have also inspired parents of our class to show enormous support for our senior class gift. The parents of our class are helping us make this scholarship possible and this speaks volumes to their commitment to Middlebury and their understanding of the importance of giving back.

2. Percentages

Our goal this year is to get 68 percent of our class to support the scholarship fund. There are a few reasons we strive this num-

ber. We believe this is a way to unite our class and a way to challenge one another to support a fund that will make a member of the class of 2018's Middlebury experience possible. We understand that not everyone is in a position to give \$20.14 to support the fund, so we stress participation to show that everyone, regardless of giving amount, can have an impact on the gift and help us get closer to our larger goal of \$10,000.

2. The Scholarship Fund

Earlier this year our class voted on where we wanted our Senior Gift money to go. By a huge majority we voted to give money to a Scholarship Fund. We hope that everyone who voted will also follow up and make a donation to this great cause. We have heard from some that this gift is not "tangible" enough:

"How will we know this actually goes to a student?"

"Will this go to one student in need? Or will it be distributed between a few?"

"We won't even know who gets the money, how can we be sure this is where it's going?"

These are GREAT questions and we encourage you to continue asking them! What we can tell you is that yes, this money goes directly to a student's financial aid package and no where else. This money will not be distributed but will be given to one student who cannot afford Middlebury but will be able to attend because of the Class of 2014. The Senior Committee is currently working with the Annual Giving Office to work on a way to update our class on who this student is once he or she arrives on campus. This way, we can take pride in knowing exactly where and to whom our gift is going.

3. Solicitation

There is no one perfect way to appeal to the masses, so our efforts have been multifaceted. We announced on Facebook a few weeks ago that Senior Week might be at risk due to our low participation rate and our lack of funds. Thanks to many of you who got the word out, our percentage went from 25 percent to 34 percent in just one week. Our Committee has worked tirelessly sending emails, making phone calls and tabling around campus to encourage people to donate. If we don't ask, we don't get donations

— simple as that.

We were not trying to use Senior Week as a "paw," but rather make public the very real situation that we have been trying to deal with at every Senior Committee meeting. We understand that a boat cruise during senior week, along with other activities scheduled for that week, are not a necessity, but we have received feedback from much of our class that they would like to participate in these activities. We are working to make our last week at Middlebury a special time for our entire class, and these activities are a way to do that.

4. It is a personal choice.

As mentioned earlier, as a committee, we are not here to convince you to give, but rather to make the case to support the Scholarship Fund. If you, as a senior, do not want to give to the Scholarship Fund, then we cannot make you give. We can, however, clear up any confusion that you might have. For example: If you don't support Middlebury's stance on divestment, giving to the class gift will not force you to go against that belief. Giving to the class gift is the one way to have complete control over where your money goes, and this money will allow a future student to experience the "things [you've] loved here" and the "opportunities [you've] had."

Money going to the Scholarship Fund will not go to the administration or the endowment. The funds raised will go into the student's financial aid package. It is simply a gift from us to a future student. We have all been so fortunate to attend a place like Middlebury, and our gift is to allow someone else to have that opportunity. Who knows, this person could make your goals a reality in their time here at Midd.

5. Come Join us!

We invite you to come to a meeting so you can learn even more about the issues we are dealing with and offer some constructive advice on how we can better convey our fundraising priorities. With your help we can better convey the goals of the fund and how this is a great opportunity to give back.

Thank you for the insight that your article provided. I hope we have been able to address some of your concerns.



JENA RITCHIEY

We Need Progress

ECHOES

Alex Newhouse '17 is
from Boulder, Colo.

The United States is growing, in general, increasingly liberal with each passing year. With this liberalization comes greater equality, but perhaps more importantly, a greater sense and understanding of how unequal our society remains.

Thus, people speak out. In greater numbers and with greater voices, marginalized groups are pushing back against the inequality that has plagued humanity for so long. I, as a human among other humans, cannot be happier seeing the progress being made and the steady march toward equality.

But with the rise of these civil rights movements come those who would perpetuate the division between groups. The alienation that some minorities or oppressed groups have felt through the years has rightly caused frustration and a desire for change, but this also seems to have created a simmering animosity toward the traditionally "dominant" group. In other words, there seems to be a perpetuation in our cultural discourse of an "us-vs.-them" mentality, which I strongly believe threatens the potential for an equal and tolerant future.

I am a Caucasian, upper-middle-class, cisgender, heterosexual, secular-Protestant, healthy American male. My mind is the result of white-, male-, and rich-privileges. Although I attempt to subvert negative stereotypes of these identifiers whenever I can, I cannot deny that I have been born into groups which held traditionally dominant roles in the past. But there has been a shocking amount of generalizing and even anger directed toward these facts of my birth over the years from people I attempt to talk to about equality. More often than I can count, when I state truthfully that I consider my beliefs in line with feminist beliefs, I have received the dismissive response, "Ha! You cannot be a feminist; you are a male. You cannot understand the adversity facing women."

For people attempting to break down preconceived notions based on birth, this seems to me more than a little incongruous. True, perhaps I can never empathize with women because I have never lived in a patriarchal society and I will never be female. But emotional understanding is not the only type of comprehension. Sympathy is nearly as powerful as empathy and can encourage actions in a similar way. I absolutely sympathize with the mainstream feminist movement and women's desire to achieve greater equality in society. I understand on a rational level the implicit oppression that the patriarchal anachronisms in the United States cause. Moreover, most men that I have met in my life share this wish to advance women and other groups because they understand, on a deep level, that inequality is inherently wrong. One

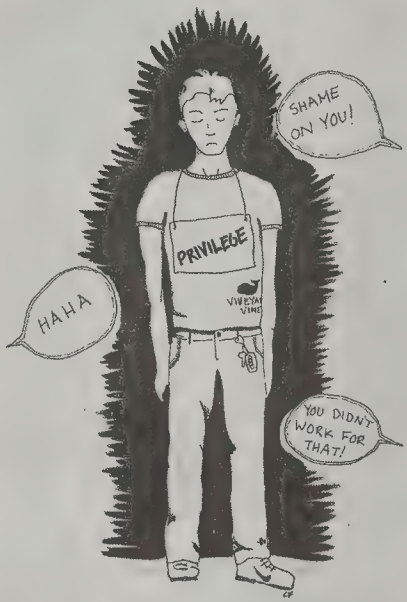
does not have to be a direct victim of oppression to feel strongly that it is wrong and want to work against it.

Lately, I have noticed that divisiveness often goes even deeper and permeates even the way people discuss achieving equality. When people throw around terms like "white privilege" and "male privilege", and sometimes even invoke them to explain some aspect of my life, I feel uncomfortable and demeaned. These privileges do exist, and there should not be such an imbalance, but I did not choose to be born the way I was. The criticism of such positive discrimination often strays from the general and becomes personal. All I, personally, had control over was how hard I worked and what I participated in. I still struggled through my own adversity, whether in the form of financial trouble, depression or anxiety. When I hear someone explain away a student's success with white privilege, I feel angry. Society absolutely needs to be fixed, but I and most other individuals

have done nothing to promote or flaunt our privilege and instead wish to raise everyone up to the same level for good. My point is, then, that criticizing privilege is one thing; dismissing success by stating that it is based upon that is another entirely.

Thus, what I have seen is a growing undercurrent of antagonism toward dominant groups that, while understandable, does little to further the quest for equality. There is a line between constructive and destructive protests, and that line is being crossed too often. Often heard

among some groups, especially those online, are phrases like "crush the patriarchy", designed to dismantle the male-dominated society that seems counterproductive to me. If a group wishes to advance, why would they attempt to do that by dragging back and disempowering another group? Why not push for bringing everyone up to the same level as the top, instead of bringing down the top to the lower level? This may seem a matter of semantics, but the way this is phrased truly matters. In other areas it is generally agreed that destructive rhetoric does little to achieve any good. For example, capitalism inherently produces income inequality, and a great many people would argue that that is detrimental. However, in discussions about how to fix the income gap, the most legitimate solution is not to "crush capitalism" but to hybridize capitalism and socialism to bring the lower socioeconomic classes up while gradually eliminating superfluous and archaic advantages of the wealthy. The same model should be true for civil rights movements. In my opinion, the best way to gain widespread attention and legitimacy for a cause is not to alienate other groups but to work to combine and progress together. Rather than calling for the destruction of a social phenomenon, instead push to fix it and promote cooperation among all people, truly cementing the truth that we are all equal as humans.



CHARLOTTE FAIRNESS

KNOW JUSTICE, KNOW PEACE

It took 43 minutes for the Oklahoma Department of Corrections to execute Clayton Lockett. Sorry, that figure is wrong. It took fourteen years and 43 minutes for the Oklahoma Department of Corrections to execute Clayton Lockett. As if the decade and a half on death row wasn't cruel and unusual enough, Lockett was administered a cocktail of drugs last Tuesday which can only now be called less-than-lethal. His body writhed in pain, tortured in the most literal sense, before a heart attack put him out of his misery 43 minutes later. To many, this was justice. The death sentence was justice. Death row was justice. Even the botched execution was justice. Lockett had raped and murdered, after all.

Last April a celebrated Palestinian scholar, Joseph Massad, spoke in the Dana Auditorium. With frequent nods to unnamed academics, Massad waxed poetic about the farce of Jewish heritage, an invention of the 19th Century he claimed. Massad also spoke of Jewish collaboration with the Nazis leaving, like a vile stench in the air, the insinuation that the Holocaust was a Zionist ploy for sympathy, a calculated effort to achieve history's greatest heist: the State of Israel. Perhaps most telling of the true nature of his Anti-Zionism, however, was this bombshell: "I told you. I was not interested in building peace. Peace will only come after justice is established." To Massad peace is secondary, a welcome externality, but an externality nonetheless.

beyond the green wants the progressive majority to know that social justice isn't about them. Social justice is about fighting "Racism, Classism, Sexism, and many other isms." Surely socialism and atheism are on the chopping block next, but I digress. beyond the green might be the most simultaneously captivating and divisive force to hit Middlebury since the Dalai Lama Welcoming Committee. A platform that "[rejects] ... the dominant Middlebury narrative," beyond the green "seeks to use writing as a way to support and ultimately achieve structural and institutional change."

Since its inception one month ago beyond the green has proved a consistent source of alternative literature; the stories and essays published thus far have each provided a compelling, if also controversial, perspective on life at Middlebury. What many of the pieces boil down to, however, can be found in the collective's mission statement: "We hope that the articles we publish encourage personal reflection and discussion offline, and foster connections between those who identify with them." Between those

who identify with them. But what about everyone else?

There has always been a tension between peace and justice. Where the former is a condition the latter is a response. Justice is rooted in the past. It is reactive, a Newtonian counterbalance to ills already committed. Peace, on the other hand, is a thing of the future. It is something for which to strive, a gift for future generations. That is not to say that justice is a cause absent purpose. Indeed, justice can be the best way to achieve peace. However, in such a case justice is no more than a vessel; it acts as a proxy, but like all proxies it is imperfect, an approximation at best. Ideally, to fight for justice would be to fight for peace, but too often it seems that justice is sought as an end, not a means.

Did the execution of Clayton Lockett bring any greater peace to our country? Does any execution, for that matter? Of course not. There are two arguments for capital punishment: first, the notion of an eye for an eye; and, second, the idea that the cost of keeping such criminals alive is too great for taxpayers to bear. The latter argument falls short in that there is no cost to life, it is priceless. The former, on the other hand, is brutal and outdated. It stands the test of crude logic but serves no real or moral purpose. Similarly, Joseph Massad's Anti-Zionism seeks no end but a historical U-turn. In his eyes the creation of Israel was an injustice; justice, therefore, would be its undoing. beyond the green falls victim to this line of thinking as well. The repeated demand that people of privilege "take a seat" achieves no end but stagnancy. Call it justice if you must, but why bother?

While I concede that where there is injustice there cannot be peace, the principle does not hold in reverse. Peace is not the success of some but the collective and enduring union of all. The so-called justice of modern activism rejects this just as it rejects those who do not meet the standards for its membership. Certainly, it is essential that we acknowledge the faults of our past in recognition of how they've shaped the present, but we must not let this recognition engender further animosity. Such sentiment fuels activism for the sake of activism, realizing no true change. It cuts people off and dictates terms of discourse all in the name of justice. At the end of the day, the dichotomy is clear: justice cares about who speaks; peace cares about what is said. Choose peace.

"Peace is not the success of some but the collective and enduring union of all. The so-called justice of modern activism rejects this just as it rejects those who do not meet the standards for its membership."

Bring Middlebury Confessional Out of the Dark

It's not uncommon that college students turn to the Internet to seek relief from the papers, exams, problem sets and job applications that lie ahead. For Middlebury students in particular, a site called Middlebury Confessional is one option for when morale is low during a late night in the library. Given the definition of confessional — "an admission or acknowledgement that one has done something that one is ashamed or embarrassed about" — the site would seem innocuous enough. However, it is anything but.

READER OPED

Maggie Caputi '16 is
from Brunswick, Maine.

Middlebury Confessional is not actually used as a forum for students to publicize

genuine confessionals, so don't expect to log in and read about the embarrassing time where a girl walked into the boy's bathroom only to run into her crush from Bio lab. Students use the website anonymously to spark debate on who has the nicest ass on campus and, more frequently, to air their every grievance about the college and its people. Ranging from opinionated pseudo-intellectuals to reasonable mediators to blatant instigators, posters craft paragraphs of arguments, proudly declaring their beliefs without taking any responsibility for them.

I can understand why people feel the need to use the website. Regarding certain issues, it can be difficult to make your voice heard on this campus and the anonymity of Middlebury Confessional offers

security and protection. However, for students who desire progress and change at Middlebury, speaking out on Middlebury Confessional is, to put it simply, a waste of time. The administrators of this school don't hunker down after dinner each night to read up on students' latest complaints. I absolutely encourage students to express their opinions, but I also encourage owning those opinions and taking accountability for the harsh dialogues to which they contribute, rather than hiding behind the promise of anonymity.

Middlebury Confessional is a conduit for the most spineless form of bullying. While some posters may be well-intentioned, they are nevertheless inviting commentary from others and are ultimately contributing to unproductive, unnecessary

discourse. I encourage users of Middlebury Confessional to consider the consequences of their actions and to heed the advice of Cady Herron from Mean Girls: "Calling somebody else fat won't make you any skinnier. Calling someone stupid doesn't make you any smarter. And ruining Regina George's life definitely didn't make me any happier. All you can do in life is try to solve the problem in front of you."

Maybe I would have been wise to request anonymity with the publishing of this piece; it's a touchy subject, and I'm sure I've offended a few diehard posters. However, anonymously writing an article about the cowardice of anonymity would make the article a little too ironic, so I've chosen to share my name and attach it to my opinion.

The Ongoing Need for Affirmative Action

Affirmative action doesn't work and it's unconstitutional. The state cannot change destructive culture that inhibits black success. Those who benefit from affirmative action are unqualified.

BEYOND THE GREEN

On behalf of beyond the green. Read more at go/btg

Do you believe these statements, dear reader? Despite the often cited election of President Obama and the de jure de-segregation of American society, racial minorities still navigate structural and institutional racism today. In this context, affirmative action is necessary to correct for past discrimination, prevent further discrimination and create opportunities that were previously denied to people of color and women. However, the most recent Supreme Court decision (*Schutte v. Coalition to Defend Affirmative Action*) upheld the right of Michigan citizens to bar the state from using affirmative action in university admissions, which adds Michigan to eight other states that have outlawed affirmative action. In a blistering dissent, Justice Sonia Sotomayor argues for affirmative action and asserts the importance of dialogue around race. "We ought not sit back and wish away, rather than confront, the racial inequality that exists in our society," she writes. "It is this view that works harm, by perpetuating the facile notion that what makes race matter is acknowledging the simple truth that race does matter." This ruling comes within a year of *Shelby County v. Holder*, the decision that gutted a key part of the Voting Rights Act. These decisions represent an attack on policies meant to correct for past barriers to social mobility and opportunity. Still, most opponents instead see affirmative action as discrimination against white people.

The rhetoric of anti-affirmative action arguments is disconcerting. Phrases like "they're taking our spots" use language of entitlement and displacement. By naming the spots for college admission as "ours,"

affirmative action opponents suggest that those spots should be in their possession and that minority students who benefit from affirmative action are displacing those who really deserve admission. Although until the 20th century, college seats were primarily available only to white, wealthy men, it is in part for this reason that affirmative action exists: to open up college admission to historically marginalized groups and avoid the continued practice of saving those spots for the privileged.

Anti-affirmative action rhetoric of who "deserves" the "spot" is also prevalent at Middlebury. Although Middlebury pledged its support for affirmative action, several faculty and students continue to contest it. According to a number of students of color at Middlebury, two beliefs — that affirmative action threatens existing privilege and that students of color are not qualified for admission — are commonly heard. One writer of this piece, Maya Doig-Acuña, shared that after she was admitted to Middlebury, many of her friends complained, saying: "you're so lucky — being black makes it so much easier to get into college," and "affirmative action makes it harder for white people to get into school." After attending the presentation of "Race, Sex and the Constitution," another writer, Lily Andrews, has repeatedly heard that "all views deserve to be shared" and that arguments against affirmative action simply represent one benign side in an intellectual debate. If this is true, then racist statements like "students of color are unqualified" are legitimized. When a policy affects real people's lives, it should not be debated in this way.

Writer Alex Jackman contributes another experience: during a class discussion on affirmative action in the fall, Professor Dry presented an unfair dichotomy to his class: he asked, would you prefer to be a single black student in a classroom at a college that does not practice affirmative action and thereby not be questioned on your admission? Or to be one of several minority students in a classroom at an af-

firmative action college where white peers were empowered to make assumptions about your intellectual aptitude and how you were accepted? To limit the question of affirmative action in this way is restrictive and dangerous and obscures other possibilities that exist for minority students, what they can offer and how they should be treated. We cannot equate affirmative action with academic ineptitude or create environments where some students are empowered to question their peers' worthiness. All students work hard to get into colleges and we need a paradigm shift so that we can begin to appreciate this and the value all students bring to the classroom.

Students at Middlebury also tend to overlook ex-nominated forms of affirmative action, namely athletics and legacy. Preference for athletes manifests as coaches choose the students they recruit to be admitted; when it comes to many sports on campus, athletes from white, wealthy schools are privileged. When it comes to legacy, we must remember that Middlebury was exclusively open to white men and although Middlebury is now need-blind for U.S. students, remains most accessible to wealthy, white families with legacies of higher education. One national activist group, Angry White Guys for Affirmative Action, writes, "it is hypocritical and profoundly wrong to call affirmative action for minorities 'racism in reverse,' while treating affirmative action for bankers, farmers, white men of power, as entitlements." It is also ironic that white women — the largest beneficiaries of affirmative action — are at the forefront of protesting this policy.

We support affirmative action because we recognize the ongoing prevalence of hiring and admittance prejudices, the lasting effects of historical barriers to opportunity and the need to take active steps to redress these effects and create greater equity. We need affirmative action because we do not all have the same opportunities. Rather, unequal historical advantage and access to social mobility structure

our admissions into elite colleges and obscure the talent and worth of students who cannot put name-brand schools and programs on their applications. Class-based affirmative action is also necessary, but we cannot replace race-based policies because that ignores intersectionality. We value racial diversity in the classroom; however, arguments that defend affirmative action solely because it provides diverse classroom experiences for white students are troubling. There is a progress narrative we have bought into about race: the laws are signed, we elected a black president, so race is no longer an issue. But when we live in a country where the rights of people of color are constantly contested and their lives constantly reexamined, there is still work to do. Affirmative action is not up for debate.

Alex Jackman '14
Lily Andrews '14
Maya Doig-Acuña '16
Afi Yellow-Duke '15
Kya Adetoro '13
Kate McCreary '15
Cooper Redpath '14
Katie Linder '15
Molly Stuart '15.5
Jasmine Ross '16
Marcella Maki '14
Greta Neubauer '14.5
Brita Fisher '15
Joanna Georgakas '14
Feliz Baca '14
Alice Oshima '15
Katie Willis '13
Molly McShane '16.5
Philip Williams '15
Josh Swartz '14.5
Elizabeth Dunn
Ally Yanson '14
Maddie Dai '14
Ashley Guzman '13
Jackie Park '15
Alexander Chaballier '16.5
Cooper Couch '14.5

Why We Should Raise Tuition

In honor of my final contribution to the *Campus*, I wanted to mention some things I love about Middlebury. I love that everybody is on the same

WARM GLOW

Hudson Cavanagh '14
is from New York, N.Y.

housing and meal plan. I love that we all have access to top-notch athletic facilities, to mental and physical health services, and to innumerable devices and software. I love that students started Middbeat, JusTalks, beyond the green and Womp. I love that we've got need-blind admission (if imperfect). We've got major problems at Middlebury, but for these (and other) reasons, Middlebury is arguably more inclusive to its members than American society as a whole. What these things share in common is the commitment to equity amongst students.

We should be celebrating rising tuition in the same spirit. Tuition that rises faster than inflation is not a bad thing; in fact, I believe our tuition should rise faster than it does now. It would be a key piece of one of the most inclusive policies that our college can choose to adopt.

To clarify, rising public college tuition is not only a force that is exacerbating systematic inequality, but the accumulation of student debt is a major macro-economic problem in the United States. Rising tuition at state universities around the United States is a major obstacle to our nation's economic competitiveness; it restricts upward mobility and squeezes the middle class. Protesting public tuition hikes is well founded.

But in the decade before 2012, the total annual cost of college (defined as tuition plus room and board, controlling for inflation) increased 40 percent for public schools, compared to only 28

percent for private non-profits. From 2004-2012, 71 percent of Americans lived in states where public school total costs grew faster than private schools. This is harmful: as the economy grows private school rates would ideally rise to accommodate increasing proportions of qualified, upwardly mobile, aid-dependent students, while public school rates should decrease to expand access, especially in times of economic distress. We can't control public tuition, but we should strive to absorb the very best students who are squeezed by the system.

A private, non-profit institution like Middlebury is different from state universities, most relevantly, because the government cannot impose different prices for the same good depending on the individual payer. The government may be able to tax as it sees fit, but it cannot charge rich people more for stamps. In contrast, as a private non-profit institution, Middlebury can, in effect, charge different rates because of our commitment to "meet demonstrated need." Arising from that commitment, charging a higher "sticker" tuition price (which only 58 percent of students actually pay) would function as a progressive tax that would free an enormous amount of grant aid funding.

Financial aid comes at a great cost, but is absolutely fundamental to our community. The Board of Trustees increased the total cost of college 2.94 percent for this upcoming year, but if that number had been 5.00 percent, we would free enough money for the provision of "average" aid grants to more than 28 students. Demonstrated need would still apply: anybody who could not foot the tuition increase could be covered with freed funds. Those that could afford full sticker price would pay, roughly, an additional \$2,900 per semester; given the wealth of many

Middlebury students, this is a small price to pay for admission to one of the best liberal schools in the world. Indeed, many families gracefully give beyond tuition costs as alumni donors. Half of applicants would pay no increase in price. This is an example, not a prescription: I do not know the ideal rate, but I believe growth in tuition costs should increase more than it currently is. I'm not advocating any other use for tuition hikes, nor am I opposed to other sources of funding for student aid; my point is we can improve the system meaningfully at the margins.

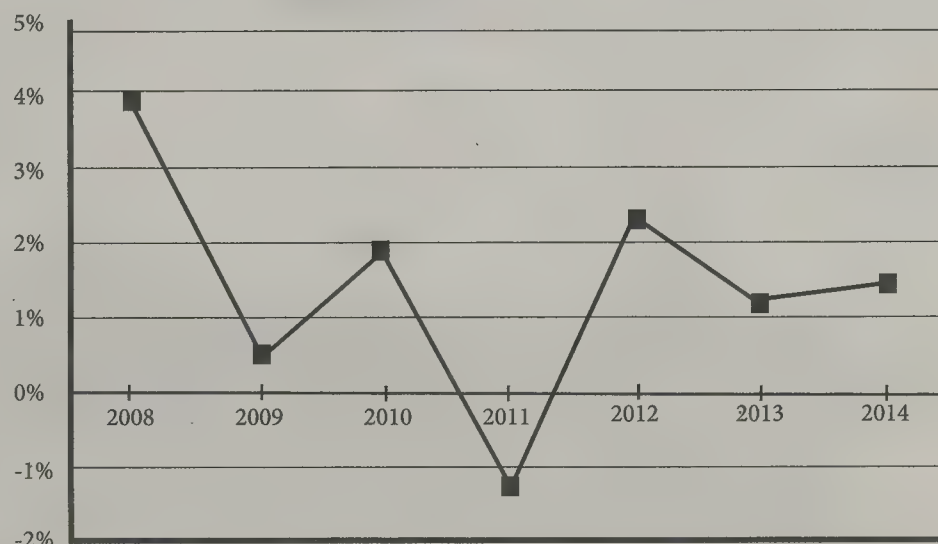
Frankly, many Middlebury students get in every year because they have money. I am a good example. I got into Middlebury off the waitlist — the fourth student from my private high school class of 80 — and part of it was because my family could pay sticker price. Increasing "sticker price" could end our need-blind-except-for-the-

waitlist policy and bring greater socioeconomic diversity to campus.

Based on the amount of people who have shared experiences of marginalization based on race and class — which have been widely expressed in public forums — increasing need-based student aid could help Middlebury's ability to attract a critical mass of identity groups to campus. Students here should not have to be representatives of their entire race in classrooms and parties, and Middlebury should not be as overwhelmingly white as it is. Most importantly, we could attract more of the top students who cannot pay their way to Middlebury.

I respect Middlebury as an institution. I value the people I met here as highly as anything. We should welcome this reform — despite the cost — for the betterment of the college that will always be my Alma Mater.

Middlebury College Comprehensive Fee Annual Percentage Increase (Controlled for Inflation)



SOURCE: MIDDLEBURY COLLEGE AND THE MIDDLEBURY CAMPUS; GRAPH BY HUDSON CAVANAGH AND HANNAH BRISTOL

One Woman Army

READER OPED

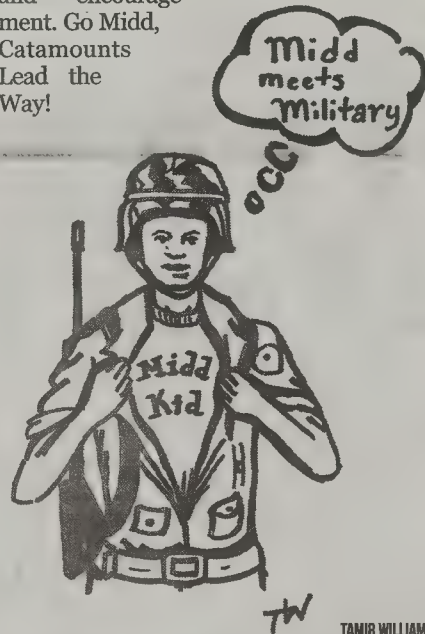
Callie Bullion '14.5 is from Millis, Mass.

You may not know it, but there is a very real military presence on the Middlebury campus. Maybe you've seen someone wading through the crowds of flannel and Toms in camouflage and combat boots. Maybe you've wondered what the U.S. Army was doing occupying ADK on a Wednesday afternoon. Maybe you've done a double-take when you realized there was a soldier waiting in line behind you at the Grille. Wonder no longer, because I'm taking this opportunity to reveal the nature of this military presence: it's me. I am the one and only member of the Reserve Officer Training Corps from Middlebury, and I'm here to put a name to the face. Or the uniform: I'm Callie to you Midd kids, Cadet Bullion to UVM's Green Mountain Battalion, and soon to be Lieutenant Bullion to the soldiers I will lead as an officer in the U.S. Army. Over the past four years, I have balanced the life of a student and a cadet. With very little awareness and very little support for Middlebury students who choose this path, it's a long and challenging journey to embark upon, involving hundreds of dollars in gas spent driving back and forth to Burlington every week, schedules rearranged to accommodate ROTC classes, and countless weekend and summer plans broken to make space for training. You get used to the odd looks, the questions, the inability to put into civilian words what this life is like. Having a foot in these two worlds has never been easy. But it has always been worth it.

To provide a little perspective, let me describe what a typical weekend field training exercise looks like: I wake up at 0400 on Friday morning, roll out of bed, put on my uniform, lace up my boots. I take the hour long drive to 601 Main, ROTC headquarters at UVM, downing an energy drink and a power bar on my way to try to kickstart the weekend. A quick bus ride dozing off against a rucksack packed with three days worth of gear and we arrive at our destination: Camp Ethan Allen Training Site, Jericho, Vermont. Then it's non-stop training: first aid, learning how to evacuate casualties in a Blackhawk helicopter, day and night land navigation (Ever been given a map, a compass, some grid coordinates, and a flashlight you're not supposed to use and been told to go out into the woods alone on a moonless, rainy night to find those coordinates? It's an experience), qualifying on the firing range with an M-16 rifle, a six mile march carrying 35 lbs., and twelve hours of simulated situations learning how to conduct ambushes, attacks and reconnaissance missions. By the third day I am exhausted, running on less than ten total hours

of sleep the entire weekend, and looking forward to a hot shower, a good meal and sleep. But first there's another hour drive south on Route 7 and a pile of homework waiting for me. But despite it all, I fall into bed that night smiling because I have taken another step toward the end state, a dream four years in the making: a gold bar on my chest.

And in just a few weeks, that dream will come true. The day before I receive my diploma, I will raise my right hand, and take an oath that few Middlebury students have taken: "I, Caroline Louise Bullion, having been appointed an officer in the Army of the United States, as indicated above in the grade of second lieutenant do solemnly swear that I will support and defend the Constitution of the United States against all enemies, foreign and domestic, that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter. So help me God." With that oath I shoulder a huge responsibility. It's the responsibility for the soldiers under my command, men and women who heard the call just like I did. It's the responsibility to always try to do what's right even when it's difficult. It's the responsibility to lead. And this responsibility is a lot heavier than that 35 lb. rucksack. But I look forward to it all the same. I hope this legacy will not end with me, that other Midd kids will continue this quiet but proud tradition of service to a world outside the proverbial "Middlebury Bubble." Because on that commencement weekend I will be both a Middlebury Panther and a Green Mountain Battalion Catamount, proud to call both my family, unable to have gotten to this point without their love, support and encouragement. Go Midd, Catamounts Lead the Way!



DISCOVERING THE POWER OF FOOD

My home state has been in the news a lot recently, neither for maple syrup nor for skiing, but as the face of drug use and crime in the U.S. Since the Feb. 27 *New York Times* article, "A Call to Arms on A Vermont Heroin Epidemic," the rest of the country has reached the startling realization that Vermont has a drug problem. Ask anyone who's lived in Vermont during the past decade and she can tell you that this is not news. We've lived with this for a long time. At the same time, Vermont hosts a thriving food system that brings life and connectivity to an otherwise struggling state.

I can see these two versions of Vermont in my hometown of Rutland. Downtown, drug deals happen regularly. People don't make eye contact as they pass one another in the streets. Sirens race from one call to another. This isn't the friendly, small-town Vermont of our imaginations. But everything is different on Saturday mornings. Tents pop up in the park. Trucks caked in mud haul in mountains of fresh produce. People wander from booth to booth, not hurrying to avoid attention or glaring to keep trouble at bay. They talk—to the vendors, to their neighbors and to the friends they haven't seen in years. They ask about the weather, about family and about politics. The farmers' market works some kind of magic on this sad little city. Suddenly, there's a community. Suddenly, people care. Everyone there has gotten so used to keeping their heads down and minding their own business that when they finally get the chance to be engaged, they realize what they've been missing.

This is the power of food. It can turn a drug-laden, crime-burdened city into a hub of vibrant social and economic activity. I love going to the market. It was my gateway to real food—the kind that's grown only ten minutes away, with no chemicals, on a little family farm where the chickens wander freely, the cows are free of hormones and I know the people who grow my food. It inspired me. I started researching food.

I learned about standards of local, fair, humane and ecologically sound growing methods. I studied up on factory farming and agribusiness. I hit the books to see how food and health were related. I started to rail against GMOs at my high school and preach about food miles and carbon footprints to my family.

Here at Middlebury, these are the things that we talk about when we talk about food. We either look at things on an institutional scale, discussing how the college can make food purchasing

READER OPED

Ellen Bevier '14 is from Rutland, Vt.

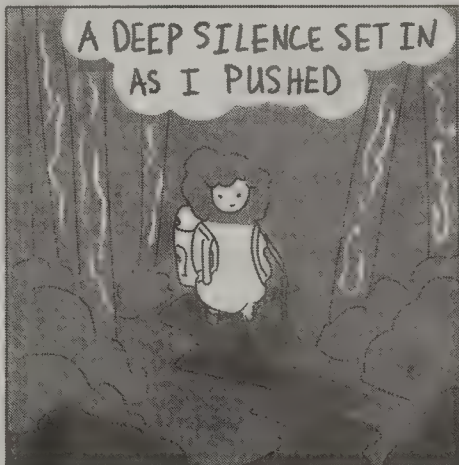
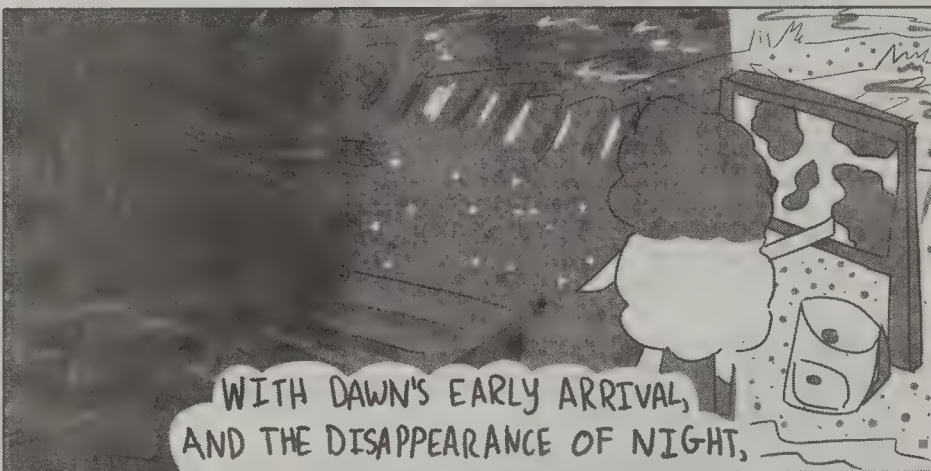
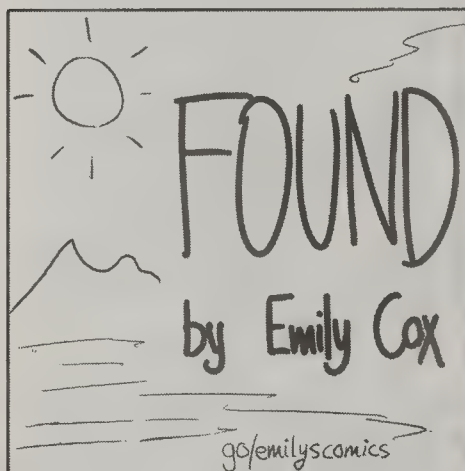
choices that ideologically benefit its students or on a global scale, studying how purchasing local food can help reduce CO2 emissions from transportation. But somehow we seem to forget that our food doesn't exist separately from the communities where it grows. We never talk

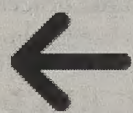
about how hard it is for farmers to make a living and how the college could play a role in partnerships mitigating their difficulties. We never talk about the satisfaction that you get from knowing that your money has gone to someone who lives just down the road and who has grown your food with such love and care. And we never talk about the good things that are happening in Rutland. We never say that food brings people together and builds communities. And I can't stress enough how wrong it is for us to overlook this.

Most of us here are only visitors to Vermont, so we lack an understanding of this food-based community. But I've seen Rutland go from the state's heroin hotspot to a glowing community of people who share a love of food in a matter of hours. Rutland is a long way from being perfect or even okay. But it's not the desolate place that that the media suddenly portrays it as. And for me, the way that food impacts my troubled community in a positive way is more important than any ideological, environmental or economic argument for choosing local food.

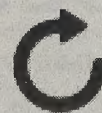


NOLAN ELLSWORTH





Instagram



middcampus

7s



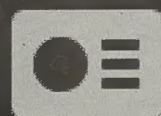
middcampus Follow us @middcampus



Like



Comment



Baseball Wraps up Season with Loss

By John Wyman

Middlebury (5-24, 2-10) capped its rebuilding season this weekend by splitting a close double-header against Bowdoin on Saturday, May 3 and falling twice to a terrific Tufts squad on Sunday, May 4. Captains Alex Kelly '14 and Dylan Kane '14 delivered memorable final performances for an appreciative Forbes Field crowd.

To preempt the rain on Saturday, the teams squared away earlier than usual and the Panthers were the first to get the worm. In the first inning, Kelly led off with a single and Joe MacDonald '16 drove him in with a liner to center field.

Starter Eric Truss '15 weathered three consecutive hits in the fifth inning, allowing the tying run but then did well to escape the bases-loaded jam by

forcing a foul out. In the seventh inning, a seeing-eye single would loop over the retreating second baseman and land in front of both charging outfielders, scoring a runner from second base for Bowdoin.

Ryan Rizzo '17 knocked a two-out double in the bottom of the seventh, but Middlebury would need to wait for the second game for revenge.

Rizzo would applaud Kane's final pitching performance in game two.

"He pitched extremely well," Rizzo said, "getting out of multiple jams - one of which he helped himself on a sacrifice bunt, throwing out the lead runner at third. That play stuck out to me because there were many instances this year where we did not execute that defensive play, and although it seemed so small, it was a big momentum shift and a confidence boost for our team. We then ended the inning with a double play."

The outstanding defense was complemented with a flurry of offense in the fourth inning. Jason Lock '17, Max Araya '16, MacDonald and Johnny Read '17 went to work on the Bowdoin pitcher and the boys in blue exited with three

runs. Jake Stalcup '17 came in to get the save and secure the win for Kane.

"It was great to see (Kane), such a big member of our team, go out on a high note, as he got the win against a very good NESCAC opponent," Rizzo said.

Kane finished with five innings of one-run ball, allowing just one walk and striking out three.

On Sunday, Middlebury lost by scores of 6-0 and 10-1 to a ninth-ranked Tufts team. Charlie Boardman '17 recorded hits in both games, including a pinch-hit base knock in the first contest, and Kelly was the shining star amidst the light rain and clouds.

Kelly hit a double in fourth inning of the second game, only to be called out for allegedly missing first base on his

running path. The play summed up a season of tough bounces for Middlebury, but it also showed the great leadership and attitude of Kelly. His next time up, with his teammates on their feet, he hit the ball even farther to right field and trotted out for an RBI double in his last at bat at Middlebury. Kelly went 5-14 on the weekend, including the at-bat where

he was robbed of a double by missing first base.

Kelly ends his career with a .348 average.

"Alex Kelly has been an awesome leader and mentor to the younger guys on the team," Read said. "The kid is a living legend. He has been extremely fun to play with, and his bat will be missed next year."

Lock and Rizzo weighed in on the future for Panther baseball.

Lock pointed to the sweaty workouts and diligent drilling of the second-years, saying, "I've never been around a group of guys--most notably our current sophomores--who show such a tenacious work ethic on a daily basis...Even though we may not have gotten the results we wanted this season, I think that the experience and mental toughness that our young team gained this year will drive us all to respond in an extremely positive way next season."

Rizzo seems ready to work toward next season already.

"It won't just happen," Rizzo said, "it will take dedication from each and every member of the team in the weight room, in summer ball, during fall practices, and next winter. We could be a great team, but it takes dedication and focus as well as the ability to seize the moment when it counts."

Middlebury graduates just two players and returns a pitching-heavy class of rising seniors for the 2015 campaign. A strong freshman class is also expected to augment the team as it gears up for next season.

BY THE NUMB3RS

2

Hits allowed by Lizzie Morris '14 in softball's tournament win over Bowdoin.

Consecutive trips to the NCAA tournament for men's tennis.

13

3

Feet long-jumped by Hannah Blackburn '17 for a new school record.

18'2.5"

2

Sports editors going abroad in the fall. Fritz will be lonely :-(

WOMEN'S WATER POLO FINISHES 13TH AT NATIONALS



COURTESY EMILY BUSTARD

Hannah Grotzinger '16 (left), Emily Bustard '17 (right) and the Middlebury Women's Water Polo team defeated NYU 6-5 on Saturday, May 3, to secure 13th at the Collegiate Water Polo Association championship tournament, hosted at the SPIRE Institute.

Maxwell Wins 1,500 Meters to Lead Panthers

CONTINUED FROM 28

'15 cleared the high jump bar at 6'4" to take eighth place.

On the track, Jake Wood '15 and Kevin Chu '14 both took home all-region honors in the 400 hurdles with their sixth and eighth place finishes, posting times of 54.88 and 56.27, respectively. Wilder Schaaf '14.5 managed a second place finish in the 1,500 meters when he crossed the line in a time of 3:54.56. Teammate Sam Cartwright '16 was behind him in fifth, running 3:56.40, while Sam Klockenkemper '17 finished in eighth with a time of 3:57.55.

Sebastian Matt '16 also posted an eighth place finish in the 5,000 with his time of 15:40.10. Bryan Holtzman '14 led the sprinters as he crossed the line in 11.06 seconds in the 100 meters, good for a sixth place finish, while recently crowned NESCAC Rookie of the Year Alex Nichols '17 tied for a seventh place finish in the 200 with a time of 22.40.

"It was almost 70 degrees at the meet and I think we were all just really happy to be able to compete in the warmth for once," Blackburn said of the day as a whole. "Everyone had a really competitive meet and there were a lot of season bests."

Although the primary focus was on individual performance after a team push last weekend at the NESCAC championship, the Panther squads managed to stack up well against the other D-III teams in the region. The men's team took eleventh in a field of 32 teams, while the women finished in fourth out of 33.

Head Coach Martin Beatty and Assistant Coaches Nicole Wilkerson, Kurt Fischer, Bill Edson and Luke Hotte continued their success after claiming the NESCAC Men's Track & Field Coaching Staff of the Year.

"We didn't necessarily try to do well in this meet as a team," Beatty said. "It's more about the individual icing on the cake. We didn't even run the relays, so

we didn't attack this meet like we did NESCACs. That's our emotional high point, and we don't want to burn out the athletes."

The championship meet season continues this weekend with Open New

England's at Westfield State. About fifteen Panther athletes are expected to compete alongside DI and DII competition. Those who do will return to action on May 9 in the final push to qualify for a spot at NCAA's.

PANTHER SCOREBOARD

MEN'S TENNIS vs. Amherst	6-3 ^L	<i>I expect these boys to come back stronger at NCAA's</i>
WOMEN'S TENNIS vs. Amherst	5-3 ^L	<i>Much improved from the 9-0 drubbing in the regular season</i>
SOFTBALL vs. Williams	8-5 ^L	<i>A respectable finish in the NESCAC tournament.</i>
BASEBALL vs. Tufts	10-1 ^L	<i>I've said it once, and I'll say it again: It's just been rough. It will be better next year.</i>
WOMEN'S TRACK @ DIII N.E.	47 th	<i>I'm officially a NARP guys, lets make these two weeks count.</i>

Softball Slides to Third in NESCAC Championship; Finishes 19-16

By Sydney Read

Middlebury's run for the NESCAC softball championship fell just a little bit short last weekend. The Panthers fell to the nation's top-ranked team, Tufts, in their first game of the conference tournament on Friday, May 2, and then knocked Bowdoin out of the double elimination tournament on Saturday, May 3.

Middlebury could not top Williams in the semifinal round, with the Ephs defeating the Panthers 8-5 in order to advance to the next round of the tournament.

In the tourney opener on Friday, May 3, the Panthers faced Tufts and the 2013 NESCAC Pitcher of the Year, Allyson Fournier, who blanked the Panthers and allowed just one hit.

Tufts got one on the board in the first inning, but the Panthers kept a close game until the fourth, when Tufts pounded out five to make it a 6-0 game. The Panthers were unable to answer, and Tufts snuck in one more run in the sixth to make the final score 7-0.

Despite the tough loss and looming risk of elimination, Middlebury bounced back on Saturday morning, pulling out a 2-0 win to knock Bowdoin out of the tournament and put themselves back in the fight for the championship. Lizzie Morris '14 proved key for the Panthers, as she struck out a whopping

12 Bowdoin batters over the course of the game.

The game was scoreless until the fifth inning when Carlyn Vachow '16 and Kelsey Martel '15 each scored. Both teams looked poised to score some more, but nobody else managed to make it across home plate.

The Panthers battled it out with Williams later that day, but heartbreak ensued as they were unable to defeat the Ephs. The Ephs started the game out with a bang, scoring three in the first. Hye-Jin Kim '17 came out roaring though, and she put one on the board for Middlebury in the second and then again in the third.

Williams plated another four in the fourth, securing a 7-2 lead. The Panthers closed the gap though, adding three runs in the fifth. Emma Hamilton '17 scored off of captain Emily Kraytenberg's '14 sacrifice fly, and then Kim smashed a two-run single to score Kimber Sable '14 and Christina Bicks '15 to make it a 7-5 game, putting the Panthers hot on the Ephs' heels.

The Ephs managed to get one more run in the sixth though, and the Panthers were unable to answer. With the win over Middlebury, Williams advanced to the NESCAC championship round where they were defeated by Tufts 10-2. It is the third consecutive conference title for the Jumbos.

Both Tufts and Williams will

represent the NESCAC in the upcoming NCAA tournament, with the Jumbos earning the conference's automatic berth by virtue of their win in the NESCAC tournament and the Ephs being awarded an at-large bid to the 62-team field.

With the loss, Middlebury finishes the season with an overall record of 19-16, including an 8-4 mark in conference play. The Panthers, who were regular-season runners-up in the NESCAC's western division, would have likely needed to win the conference tournament in order to gain a berth in NCAA's. The Panthers have not participated in the national tournament since 2011.

The end of the season means that the collegiate softball careers of the team's six seniors have also drawn to a close. Sable, Alex Scibetta '14, Emily Smith '14, Alexa Lesenskyj '14, Kraytenberg and Morris have taken the team into the NESCAC postseason each of the past four seasons, including a trip to NCAA's during their first year.

In addition to the team's achievements during their time at Middlebury, the six seniors have garnered several individual accolades during their careers. Morris has earned All-NESCAC honors during each of her first three years on the squad and will merit consideration for the conference's Pitcher of the Year award this year, while Kraytenberg received a second-team All-NESCAC nod after her sophomore season.

THE MIDDLEBURY GREAT GR8 EIGHT

RANKING	CHANGE	TEAM	Mac's Musings
1		MEN'S TENNIS	<i>I feel like hosting the NCAA Regionals is a big deal.</i>
2		TRACK & FIELD	<i>It seems that they break a new record every week.</i>
3		WOMEN'S TENNIS	<i>The record leaves something to be desired, but they're in the tournament.</i>
4		WOMEN'S LAX	<i>Despite a disappointing season to date, women's lax is going to the NCAA's.</i>
5		MEN'S GOLF	<i>An NCAA championship is unlikely, but crazier things have happened.</i>
6		SOFTBALL	<i>A cruel ending, but what a season for Lizzie Morris.</i>
7		BASEBALL	<i>Not much to be said. But we promise change is coming.</i>
8		TEAM MACDONALD	<i>We referenced my fantasy team a few weeks ago in By the Numbers. It's still in last.</i>

EDITORS' PICKS



FRITZ PARKER (44-41, .518)



ALEX MORRIS (38-37, .507)



JOE MACDONALD (35-42, .455)

Pick 'em: Middlebury vs. the winner of TCNJ/Colby-Sawyer in the women's tennis NCAA second round.

MIDDLEBURY
Ahhh it's good to be back on top...

MIDDLEBURY
I'd like to dedicate this last editors' picks to my loyal fans. I've let you down lately, but I'll come back from abroad better than ever.

MIDDLEBURY
This is my last editor's pick until next J-term...

How far will women's lacrosse advance in the NCAA tournament?

QUARTERFINALS
...and just in time for senior year. Atwater BBN whutup...

QUARTERFINALS
I would say I'm getting sentimental about going abroad and leaving Middlebury, but then I remember I'm going to Uruguay. Uruguay.

QUARTERFINALS
So I'm just going to copy everything Fritz says...

Will the Miami Heat repeat as NBA champions in 2014?

NO
...but what fun is it to be back in first when my newspaper dudes are both going abroad??

YES
It's over to you Fritz, may the force be with you.

NO
Because I'm already checked out...

Closest to: How many pounds will Joe Mac gain during his semester in Australia?

11.5
Anyone want to edit sports in the fall? It's gonna get real lonely down in Hepburn basement.

FIVE
I've seen Joe Mac's weakness for the brew.

ZERO
Except this one. I plan to keep this chiseled physique in tip-top shape while I'm Down Undah.



FINALLY FINISHED

Middlebury baseball has had a very long season this spring. Their year came to a fitting end on Sunday, May 4, as they scored just one run in a pair of losses to Tufts to finish the season 5-24.

SEE PAGE 26 FOR FULL COVERAGE.

RACHEL FRANK

Men's and Women's Tennis Fall to Amherst in NESCACs

By Emma McDonald

After blowing past Bowdoin 5-0 in the NESCAC semifinals on Saturday, May 3, the Middlebury men's tennis team could not cap their conference tournament with a championship-game victory on the following day, losing to fourth-ranked Amherst 5-1 in the title match. Third-ranked Middlebury fell to an 18-3 record for the season, while Amherst claimed its third NESCAC title in the last four years.

In the Bowdoin match, Middlebury swept doubles play, with wins by pairs Ari Smolyar '16 and Peter Heidrich '15, Brantner Jones '14 and Palmer Campbell '16, and Andrew Lebovitz '14 and Alex Johnston '14.

Johnston and Smolyar put points on the board in singles to bring the score to 5-0, while the other singles matches of Jackson Frons '16, Courtney Mountifield '15, Campbell, and Jones went unfinished.

The Panthers advanced to the finals where they played Amherst, falling 1-5 in a tough indoor match. Johnston and Lebovitz were defeated in doubles by Lord Jeffs Joey Fritz and Justin Reindel, followed by a defeat of Smolyar and Heidrich by Michael Solimano and Anton Zykov. Jones and Campbell were defeated by Andrew Yaraghi and Aaraon Revzin to give the Lord Jeffs a 3-0 sweep of doubles.

The team moved on to singles, with a lone point for Middlebury coming from a win by Frons at number-six singles.

Amherst claims the NESCAC's automatic bid to the upcoming

NCAA tournament by virtue of their conference-tournament win, leaving Middlebury to await an at-large bid to the national tournament.

The women's tennis team blew past Tufts on Friday, May 2 in a 5-0 victory in the quarterfinals of the NESCAC tournament, only to fall to Amherst 3-5 in the semifinals on Saturday.

The women started off the tournament with a sweep of doubles with wins by Dorrie Paradies '14 and Katie Paradies '15 as well as duos Lily Bondy '17 and Lauren Amos '16 and Ria Gerger '16 and Kaysee Orozco '17. Margot Marchese '16 and Orozco brought home singles wins to give the Panthers the team win, with the four other singles matches going unfinished.

Coach Mike Morgan praised the drive that his team showed in the Tufts match.

"I thought they focused in well and controlled what we could control – they focused on the details – what works with our energy and our mindset," said Morgan.

The Panthers moved on to face Amherst in a rematch of last year's NESCACs semifinals. The Lord Jeffs got the better of the Panthers for the second year in a row, winning 5-3 to move on to play Williams in the title match.

In doubles, the duo of Bondy and Alexandra Fields '17 was unable to pull out a win for the Panthers, and Gerger and Orozco faced a tough loss as well. In number-three doubles, the Panthers put their first point on the board with duo Amos and

Marchese beating Amherst's Safi Ali and Sarah Monteagudo.

In singles, Bondy put another point on the board with a victory in the fourth position, but losses by Gerger and Fields kept the lead with Amherst. Orozco had her third win of the tournament with a victory in the third spot. Dorrie Paradies was unable to pull out a win in the sixth spot as Monteagudo came back from being a set behind to win in three sets.

Despite the loss, Coach Morgan thinks the close match had very positive points for the team.

"They responded after going down 2-1 in doubles, they responded with a lot of heart – we won four of the first six sets," Morgan said. "They showed that they could play and beat anyone in the country – they are capable of beating anyone."

Morgan singled out young players Bondy, Marchese and Amos for their exceptional performances over the weekend. Compared with an older Amherst squad, Middlebury's young talent shows that they can feel confident about improvement in the future.

Middlebury hopes to receive an at-large bid to the NCAA tournament this Monday, May 5 at 7:00 p.m.

Coach Morgan says the team is hoping to play in the tournament, but wants them to focus on just one match at a time.

"The team sees just taking it match by match and knowing that were capable of beating anyone is enough to know – the rest we take moment by moment," Morgan said.

Track Keeps Pace at DIII New Englands

By Fiona Maloney-McCrystle

On Friday and Saturday May 2 and 3, a portion of the track and field team headed south to Springfield, MA, with the sun shining for the first meet in some weeks, to compete in this year's Division-III New England outdoor championships.

The Panthers sent over forty athletes to the meet, and emerged from the three day affair with a number of All-New England honors, including one all-region title and a new school record.

On the women's side, Alison Maxwell '15 once again led the Panthers when she claimed the victory in the 1,500 meters with a time of 4:36.84. Teammate Katherine Tercek '16 also earned all-region honors in the same event when she took seventh in 4:42.82.

Other all-region honorees included Alex Morris '16 with a sixth place finish of 58.38 in the 400 meters, Katie Rominger '14 with a second place finish of 17:39.00 in the 5,000 meters, and Jackie Kearney '16 with a sixth place finish of 1:05.08 in the 400 hurdles. Summer

Spillane '15 took fifth in the 3,000 meter steeplechase with a time of 10:59.38, while Abigail Pohl '17 was seventh in 11:22.81.

In the field, Maddie Pronovost '17 finished seventh in the heptathlon with a total of 3,387 points and Laura Strom '14.5 took sixth in the high jump with her mark of 5' 4.25". Lauren Pincus '14 finished in fourth in the javelin with a toss of 131' 7", while Hannah Blackburn '17 took third in the long jump when she posted a mark of 18' 2.5", a jump that broke the standing Middlebury outdoor record in the event.

"My goal for the day was to get a [personal record] and get closer to qualifying for NCAA's," Blackburn said. "When I had my good jump, I definitely freaked out a bit; I was really excited."

MARTIN BEATTY
HEAD COACH

Right now I'm ranked 25th in the [country] for long jump and the top 22 go to the NCAA championship meet, so my goal for the next two weekends is to jump farther."

On the men's side, Jason McCallum '14 finished in second place in the pole vault with a mark of 15' 3". In other field event action, Taylor Shortsleeve

SEE MAXWELL, PAGE 27

INSIDE
SPORTS



SOFTBALL FALLS
TO WILLIAMS IN
NESCAC SEMIFINAL
PAGE 27



WOMEN'S WATER
POLO 13TH AT CLUB
NATIONALS
PAGE 26